

**“NATURAL, UNMODIFIED, MEANINGFUL,
MOTIVATING AND REAL”:
Authentic Learning Materials and Authentic Learning
Defined by FL Teachers and Teacher Students**

Master's Thesis

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<p>Tiivistelmä – Abstract</p> <p>Vieraiden kielten opetus ja autenttisuus ovat jo pitkään olleet keskustelun ja mielenkiinnon kohteina. Autenttisuuden monimuotoisuus ja vaikeasti määriteltävyys ovat tehneet aiheesta jopa vaikeasti lähestyttävän. Autenttisuuden määritelmät vaihtelevat suppeahkosta tekstiin ja kielellisiin piirteisiin keskittyvästä määritelmästä laajempaan kokemuseräiseen ymmärrykseen, joka oppija on aktiivinen toimija autenttisuuden luomisessa. Yleinen näkemys autenttisuudesta vieraiden kielten opetuksessa on positiivinen, ja tätä nykyä opettajia kehoitetaan hyödyntämään autenttisuutta kielten opetuksessa.</p> <p>Tämän tutkimuksen tavoitteena oli tuoda vieraiden kielten opettajien ja opettajaksi opiskelevien äänet kuuluviin, ja selvittää miten he, joiden tehtävänä on tuoda autenttisuus luokkahuoneeseen, ymmärtävät ja määrittelevät <i>autenttiset oppimateriaalit</i> ja <i>autenttisen oppimisen</i>. Lisäksi tavoitteena oli verrata määritelmiä yleisiin näkemyksiin autenttisuudesta mahdollisten samankaltaisuuksien ja eroavaisuuksien vuoksi. Tutkimukseen osallistui 76 Jyväskylän yliopistossa vieraiden kielten aineenopettajaopiskelijaa ja 52 vieraiden kielten opettajaa, joiden näkemyksiä kartoitettiin kirjallisella kyselyllä. Opettajien ja opiskelijoiden määritelmät autenttisuudesta olivat monipuolisia, ja tulokset jaoteltiin eri autenttisuuden piirteisiin, jotka vaihtelivat äidinkielenään kohdekieltä puhuvan henkilön tuottamasta tekstistä oppilaalle merkitykselliseen ja motivoivaan materiaaliin. Tulokset kuitenkin myös osoittivat, että <i>autenttinen oppimateriaali</i> oli käsitteenä <i>autenttista oppimista</i> tutumpi. Erityisesti opettajien keskuudessa autenttinen oppimisen määrittelemisen koettiin haastavana. Tuloksista nousi myös esiin näkemyksiä, joiden mukaan autenttisuuden olemassaolo vieraiden kielten luokkahuoneessa ja kouluympäristössä on liki mahdotonta.</p> <p>Tulokset tarjoavat vieraiden kielten opettajakoulutuksen kehittäjille tuoretta tietoa siitä, miten opettajat ja opettajaksi opiskelevat ymmärtävät autenttisuuden vieraiden kielten oppimisen ja opetuksen kontekstissa. Laajempia lisätutkimuksia kuitenkin tarvitaan, jotta saadaan aiheesta kattavampaa tietoa. Ajankohtaista ja tärkeää olisi myös selvittää opettajien ja opiskelijoiden näkemyksiä autenttisuuden tuomista haasteista ja hyödyistä.</p>	
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1 INTRODUCTION

The terms authenticity and authentic learning materials have become fixed participants in the current discussion concerning foreign language (FL) teaching. However, bearing in mind the elusive nature of the term *authenticity*, it seems that little interest has been shown in making sure that FL teachers themselves fully understand the diversity of the term in question (Gilmore 2004). As a future FL teacher I believe this is a topic of great importance and in need of further investigation.

The aims of foreign language learning and teaching in the *Finnish National Core Curriculum for Basic Education* (2004: 138) emphasise the importance of providing the learner with the ways and means to communicate in different communicational contexts, familiarising him/her to use the language in versatile situations, as well as raising awareness and acceptance of cultural factors. In other words, the aim is to provide the learner with the ways and means to use the language in the real world, outside the classroom. Moreover, in the *Finnish Core Curriculum for General Upper Secondary Education* (2004), only authentic learning materials and literature are mentioned in the context of FL teaching. This seems to further support the FL education field's general agreement concerning the positive nature of utilising authentic materials in the classroom, and the advantageous effects their use will have on the learning process (Guariento and Morley 2001). The incorporation of authenticity into FL learning and teaching is evidently strongly encouraged and, to some extent, even required. However, research (in the Finnish context) indicates that FL teachers still rely on textbooks 98 percent of the time (Luukka et al. 2008). Perhaps insufficient knowledge on authenticity and, in general, ways of teaching without the constant support of the course book plays a role in teachers' reluctance to detach themselves from the textbooks.

The previous studies concerning authenticity in FL learning have mainly focused on the use of authentic materials in foreign language classrooms on a more general level; looking into the possible positive and negative effects of their use, and what type of authentic tasks should, and could be presented to learners (see Chavez 1998, Kmiecik and Barkhuizen 2006, Pietilä 2006). Little interest has been shown towards the people whose task it is to present and concretely bring authenticity into the FL classroom- the

teachers and teacher trainees. Therefore, the aim of this study is to gain insight into FL teachers' and FL teacher trainees' own definitions and understanding of authenticity in the context of FL learning. More precisely, the focus will be on authentic learning materials and authentic learning, in order to embrace the broader definition of authenticity. Additionally, attention will also be paid on potential differences between the definitions of the teachers and the trainees. If there are such differences, they will be examined in the discussion section. Shedding light on the before mentioned issues may provide one with significant information in terms of possible future focuses and needs in foreign language education, teacher training, teaching practices and continuing training.

The present study begins by concentrating on defining and raising awareness of the many sides of authenticity in Chapter 2. Issues concerning the approaches of FL learning and teaching, and the current aims and requirements for FL teaching in Finland will be dealt with in Chapter 3. The focus of Chapter 4 is on previous studies on authenticity in the context of FL learning and teaching, and Chapter 5 introduces the aims, data and methods of the present study. The data of the present study consists of 75 teacher trainee questionnaire answer, and 52 FL teacher questionnaire answers. The questionnaires consist of mainly open-ended questions, and thus the data and result will for the most part be analysed qualitatively using descriptive content analysis. The findings are reported in Chapter 6, and a more detailed discussion, as well as a conclusion, is compiled in the final Chapter 7.

2 DEFINING AUTHENTICITY – LINGUISTIC AND PEDAGOGICAL APPROACHES

The definition of authenticity in the field of language education has become increasingly complex over the years. The concept of authenticity spans across multiple fields; authenticity may be found in a social or cultural context, the function of a task, the materials being used or the people taking part in the learning process, task or communicative act (Gilmore 2007: 98). The definitions are often intertwined which makes the task of supplying, for example, FL teachers with an apt and clear definition particularly challenging. As a result, the explanation is often simply overlooked. The word '*authentic*' is defined as 1: 'not false or imitation: real, actual, genuine' (Merriam Webster online dictionary) and (in context of existentialist philosophy) 2: 'relating to or denoting an emotionally appropriate, significant, purposive, and responsible mode of human life' (Oxford English Advanced Learner's dictionary online). The first definition is often the one that is, to a certain extent, more easily understandable and these properties are normally used to define learning material in terms of their linguistic authenticity. The latter definition, however, defines the term authentic as something more complex and personal, and this definition goes hand in hand with the concept of authentic learning (Kaikkonen 2000: 54). Consequently, one alternative in the attempt to comprehend the many faces of authenticity in the context of FL learning and teaching is to divide the term into two main themes: linguistic authenticity and pedagogical authenticity.

2.1 The linguistic approach— text and task authenticity

Van Lier (1996) suggests that the demand for authenticity in foreign language learning may be a response to the unrealistic language in language textbooks, dialogue and tasks. Linguistic authenticity is primarily concerned with the authenticity of the actual materials that are introduced in the foreign language classroom. The central feature that separates authentic materials from materials presented in the language text or exercise books is the non-edited nature of the material; the materials are taken from 'the real world' and they have not been specifically designed for the language classroom (van Lier 1996: 13). Authentic materials are considered to have rich cultural and linguistic content, as well as the possibility to be more motivational, and it is argued that they

bring a sense of reality into the classroom (Mishan 2004: 219). In addition, Mishan (2005: 33) suggests that the authenticity of a textual piece requires an innate communicative purpose. In other words, the material needs to have, for example, an instructive, informative, or communicative purpose. This definition classifies textual items such as poems, manuals, recipes and newspaper articles as authentic. On one hand, despite the progress and re-evaluation in the field of foreign language textbook planning, the textbook language still often differs significantly from real-life language, and thus fails to aid the learner in the process of gaining the necessary skills needed to achieve communicative competence (Gilmore 2007: 98-99). On the other hand, Simpson (2009: 433) argues further that the language textbooks' are in general far too Euro-centric, and unable to provide the learner with both linguistically and culturally relatable material the learners would be able to connect with their everyday lives. One suggested reason for excluding certain types of 'more authentic' language extracts from language textbooks, for example casual conversations, is that due to their often unstructured form they might be perceived as something that is 'unteachable' (Gilmore 2007: 102). Many textbook texts, for example dialogues, often lack several vital speech characteristics, such as hesitation devices, repetition, pauses and false starts (Gilmore 2004: 366-369). The simplified and tidied up form of the dialogues may create an unnatural and unattainable image that a conversation should always flow perfectly fluently, as well as have a negative impact on how learners' are able to develop their learning strategies (Gilmore, 2004: 368).

When referring to the characteristics of authentic learning materials, the more drastic, and in a sense the simplest, description defines authentic materials as materials that have been produced by native speakers for native speakers in an authentic or native speaker environment (Gilmore 2007: 98). This viewpoint focuses practically solely on the origin of the text, and the authenticity stems from the manufacturer of the text, not the substance of the text, and how it relates to the learners. Gilmore (2007: 98) suggests that once one begins to view the concept of authenticity subjectively (i.e. incorporating learner authentication etc.), it will grant one the permission to identify practically anything as authentic, and this will result in making the entire term insignificant and meaningless. By contrast, van Lier (1996: 137) argues that it is not wise to criticise a text simply based on the creator and target audience (i.e. native creator for a native audience vs. non-native creator for teaching purposes). Adopting this particular perspective may lead to the conclusion that if the material is produced by a native

speaker for a native speaking audience, it is automatically 'good', which of course is not the case.

Furthermore, the 'native speaker' requirement introduces problematic issues, especially concerning English as a foreign language (EFL) teaching, due to the large number of linguistic varieties of English. It has become increasingly difficult to identify what is a native speaker of English, and consequently whose authentic English should be used as a model in language learning (Gilmore 2007: 104). As a result, teaching or exposing learners to varieties of native speaker English may be perceived as unnecessary, since supposedly approximately 80 % of the use of English worldwide is between non-native speakers (Gilmore 2007: 104). The suggestion would be to favour a *lingua franca*, and possibly *cultura franca* of English. Gilmore (2007: 104) states that this would perhaps mean teaching a reduced form of English, focusing only on the most important features of the language in terms of providing the learner with the means to function in communicational situations between non-native speakers in international contexts.

Moreover, the question is who would be responsible for, or qualified to define the concept of lingua franca English. On the one hand, it might be argued that this approach would in fact increase the real-world aspect of foreign language learning, since it would more accurately represent the different types of intercultural language needs and communicational encounters the learners are likely to come across in their everyday lives (Gilmore 2007: 104). On the other hand, however, lingua franca English would most likely focus on formal and more universally understandable varieties of English, and thus damage the learner's ability to use appropriate language in situations in which it is vital to use more informal linguistic and pragmatic devices, for example, trying to make friends (Gilmore 2007: 105). In addition, excluding the target language culture(s) from foreign language learning might hinder the development of learners' intercultural communicative competence (Gilmore 2007: 106, Kaikkonen 2000).

The focus on linguistic text based authenticity is still widely supported but towards the end of the 20th century the learner's needs and role in the learning process became a topic of interest. For a long time, the learner was perceived as a passive recipient in the learning process, but now the learners active participation is often very much encouraged (Kaikkonen 2000:55).

2.2 The pedagogical approach — authenticity via learner autonomy

As mentioned in the previous chapter, the focus of FL learning and teaching is shifting, and has already shifted, away from the teacher-centred approach towards a more learner-centred model, which places emphasis on *learner autonomy* (Farrell and Jacobs 2010: 8). Accordingly, the main focus of the pedagogical or subjective definition for authenticity is the learner and the learner's personal feelings, self-actualization and intrinsic motivation. Mishan (2005: 37) argues that working with authentic tasks and texts that represent realistic language-use requires in depth learner participation and input. In other words, learner autonomy is essentially inevitably present in the process. Widdowson (1979: 165) suggests that the whole concept of viewing authentic language as an inherent characteristic of a piece of language does not carry much weight, since authenticity should instead be regarded as a quality the learner grants. Authenticity is viewed as a characteristic of the relationship the reader has formed with the task or material at hand, and how one chooses to respond to the material. Van Lier (1996: 124-125) perceives authenticity as a question of relevance:

Authenticity, on this view, is not something that is a property of some piece of language, but rather, a speaker's intention and a hearer's interpretation of the language used.

This view of authenticity proposes that authenticity cannot be achieved simply by presenting the learners with authentic texts (van Lier 1996: 125). In other words, if the student is presented with a linguistically authentic text, she should then personally *authenticate* the material by attempting to form a more personal interaction or relationship with the material presented. Additionally, the manner in which the learning materials are dealt with is also extremely crucial and influential in terms of preserving the concept of authenticity. Accordingly, the learning tasks used should be as authentic as possible as well (Guariento and Morley 2001: 349). If, for example, the learners are introduced to an audio recording of a poem, the learning task should be something that 'preserves' and strengthens the authenticity of the core material. In this case an authentic learning task could be interpreting the poem, rather than, for example, learning it by heart. The learner's personal beliefs and ideas would be taken into account and the learner would play an active part in the learning process by creating personal associations and connections with the material.

The learner-centred approach to authenticity takes into consideration the attitudes and emotions of the learner. Jaatinen et al. (2009:20) argue authentic learning occurs when the learner is an active agent in the learning process. Moreover, the formation of emotional connections and reactions are deemed important as they promote personal growth (Jaatinen et al. 2009:21). Furthermore, Guariento and Morley (2001: 352) propose that attaining an authentic response from a learner, may require sacrificing the authenticity of texts. Widdowson (1996: 68) goes even further in suggesting that it might in fact be impossible for linguistically authentic language (i.e. language produced by a native speaker of English) and autonomous learning to coexist, since presumably the realities and experiences of a foreign language learner do not match the realities and experiences of a native speaker.

The task of agreeing on one specific definition of authenticity seems near impossible, and thus adopting a more complex and flexible view of authenticity might be the solution. Instead of determining that materials, tasks and input are authentic only if they are, for example, produced by a native speaker, authenticity could be perceived as a hierarchical degree system (Chavez 1998: 279). Chavez (1998: 281-282) identifies eleven different authenticity factors: *immediacy*, *currency*, *medium authenticity*, *native inception*, *native reception*, *cue authenticity*, *intent authenticity*, *inclusiveness*, *source authenticity*, *initiative authenticity*, *setting authenticity* and *cultural (goal) orientation*. Different situations could, therefore, include only one or possibly five or six different authenticity factors, and the situations would thus have varying degrees of authenticity. The greater the number of authenticity factors, the more authentic reliability is bestowed on the situation (Chavez 1998: 299). For example, the linguistic authenticity of a text or native speaker input does not guarantee that every learner will perceive the task or situation as authentic, since the linguistically authentic input the learners receive is only one aspect of authenticity (Chavez 1998: 298-299). In addition, an authentic English speaker has normally been typically perceived to mean either an American or an English person, but the notion of a native speaker of English has become more elusive and difficult to define due to the widespread usage of English as a world language, and in many contexts a second language (Gilmore, 2007: 104). Gilmore (2007:104) argues that the rather strict definition of an authentic language speaker is challenged if all proficient English speakers are accepted when referring to a native speaker. Therefore, one might argue that the linguistic background or nationality of the language teacher is

not of utmost importance. Not being a native speaker of the target language does not prevent the teacher from providing the learners with linguistically authentic materials, and moreover, authentic learning experiences.

The problematic issue concerning authenticity through experience and relevance is the large number of learner varieties, in other words, individuals in the classroom. Every individual learner has her own distinct areas of interest, and if authenticity may be achieved only through the learner's personal relationship and response to the task, is the process of authentication even possible? It is presumably very difficult for the learner to engage in a task, if she does not understand the relevance of the task and is not genuinely interested in it. However, the teacher may be able to further authentic learning by including the learners in the task selection, and authenticating the task for the learners by clarifying the relevance of the task (Guariento and Morley 2001:351). According to the notion of pedagogical authenticity, the power of judging the authenticity of a piece of material, task or the learning process is given to the individual. Van Lier (1996:128) describes the learners and teachers' role in the realisation of authenticity in the following manner:

Authenticity is not brought into the classroom with the materials or the lesson plan, rather, it is a goal that teachers and students have to work towards, consciously and constantly [...] authenticity is the result of acts of authentication, by students and their teacher, of the learning process and the language used in it.

If the learner learns to embrace the freedom of choice and take more responsibility, it might be possible for him/her to be able to identify features (e.g. in an article) that are authentic for them personally, overcoming the fact that the task or topic might not have been interesting or motivating as a whole. Meaningful learning experiences and connections are created by associating personal experience and engagement into the learning process. This ideology is the central concept of experiential learning, a foreign language learning approach tightly connected to pedagogical authenticity. Experiential learning, as well as other approaches and issues concerning foreign language learning and teaching will be discussed further in the following chapter.

3 FOREIGN LANGUAGE LEARNING AND TEACHING

The focus of the following chapter will be on the different approaches, aims and requirements of foreign language learning and teaching. Firstly, attention will be paid on experiential learning, which is a learning approach closely connected to the pedagogical authenticity (section 3.1). Secondly, possible difficulties and challenges concerning the reception of new approaches in the field of FL learning and teaching are discussed (section 3.2), and lastly, the aims and requirements of FL learning and teaching in Finland are introduced (section 3.3).

3.1 Experiential learning

One of the pioneering experiential education theorists, Dewey (1938), emphasises the contrast between traditional and progressive education. Traditional education is often perceived as teacher-centred and lacking focus on the individual need of the learner. Traditional education rejects the idea that learning is, or should be perceived as inherent. In other words, information is ‘poured in’, rather than making sure that the learner actually assimilates the provided information, and plays an active role in the learning process. Furthermore, the learning process is put under external pressure that is reinforced by the school environment and the teacher’s status as an external superior authority (Dewey, 1938: 17-18). The traditional education ideology sets the learning goals for the learner, instead of trusting the learner himself with the task. In addition, the tools to achieving the goals are provided in the form of a textbook, and an authoritarian, the teacher, is placed in the classroom. The teacher’s task is to tell the learners what they are to do next, and how. As a result, the role of the learner in their individual learning process remains minimal.

Contrastingly, progressive education promotes life-long learning, emphasises usage of varied learning resources and learning by doing, as well as constantly evaluating which skills are needed in the future (Dewey 1938). Furthermore, progressive education underlines the educational system’s role in educating learners to become responsible members of society (Dewey 1938). Education should not take place in a vacuum. Dewey (1938: 45-46) stresses the inclusion of the real world in the classroom, and taking into account the needs and capacities of individual learners. Moreover, rejection of the external control would result in the need to make use of one’s innate experiences,

social and physical surroundings in order to achieve meaningful experiences and connections (Dewey 1938: 46).

Another foremost experiential education theorist is David A. Kolb, whose Experiential Learning Model (1984) is cited by Kaikkonen (2000: 54) as the core theory of how experiential learning is perceived today. The Experiential Learning Model (1984) theory emphasises the importance of the learner's active participation in his own learning and the utilisation of real-life experiences and knowledge, thus deepening the learning process. The educational system is criticised for actively excluding the "real-world" environment from the process of learning, and it is proposed that the key to creating connections between the different events in one's life as a whole, as well as consequently promoting the continuity of the learning process, is adopting an adaptive viewpoint of learning (Kolb 1984: 33). This viewpoint stresses the significant role of experience in learning, and learning itself is defined as the process of converting experience into knowledge (Kolb 1984: 38). Experience may be perceived as the true foundation of authenticity (Kaikkonen 2000: 57).

Authenticity in the context of learning in general is defined as the meaningfulness of a learning situation and learning itself (Kaikkonen 2000: 54). Authentic learning may be perceived as a method of taking the learner's own beliefs, experiences and feelings into account, and utilising them in the learning process. The inclusion of the learner's own experiences has the potential to transform learning into a meaningful experience with significant and relevant learning outcomes. The learner's sense of being in charge of, and experiencing, her own learning is the core idea of authentic learning (Kaikkonen 2000: 54). Involvement, relevance, responsibility and flexibility are the cornerstones of operational experiential learning (Walter and Marks 1981: 2). The flexibility of the learning process, including tasks and work methods, enables inclusion in the classroom, in other words, catering for the needs of diverse learners. If the learners are included in the development of the curriculum, the learning process will become more individualized, concrete and self-directing, thus possibly resulting in an intrinsically motivated learning activity (Kolb 1984: 14).

Co-operative learning teams are a concrete example of how to bring experiential learning into the classroom (Kohonen 2001: 34). The heterogeneous teams would be carefully chosen by the teacher, and would include both faster and slower learners.

More advanced learners would get a chance to further their knowledge by helping others, and lower level learners would possibly benefit from peer tutoring from learners who share the same world view and are themselves involved in the same learning experience. Moreover, when the learners are active participants in their own learning, the teacher has more resources to focus on individual or group tutoring, gaining information on the learners, observing the learning process. Additionally, adopting an experiential way viewing learning requires certain attributes from the teacher: firstly, the teacher should aim to establish and maintain a positive and collaborative learning atmosphere; secondly, be aware of one's own attitudes towards learning and adopt a reflective attitude; and thirdly, develop a tolerant attitude towards mistakes, ambiguity, uncertainty and backsliding (Kohonen 2001: 34). FL learning and teaching should aim towards providing the learner with opportunities to test their learning in an authentic manner, and in as authentic circumstances as possible, thus supplying the learner with real experiences of the target language and its use (Kaikkonen 2000: 55).

3.2 Challenges concerning new approaches in FL learning and teaching

New ideas and ideologies are at first often perceived as deviations in the society's harmonious system of norms and codes of conduct, disrupting life as it is and awakening the need for change. Naturally, the same applies to the emergence of new methods and theories in the field of foreign language learning and teaching. The paradigm shift required for a new paradigm to gain acceptance involves the dismissal of old belief systems, and thus the shift normally requires a fairly lengthy resistance and transition period (Kohonen 2001: 30). For instance, communicative language teaching has had a strong foothold in second language education since the 1970s after, to a certain extent, replacing the Audio-Lingual Method and Grammar-Translation Method (Farrell and Thomas 2010: 2). As a result, the FL learning requirements shifted from a strict focus on grammatical accuracy, to a developmental approach in which errors were acceptable and great emphasis was placed on target language fluency. Farrell and Thomas (2010: 2) state that this change was also evident in the role of the teacher in the classroom; the teachers' role as an authoritative controller and knowledge dispenser was challenged by a more facilitating and instructing role. However, the grammar and vocabulary centred focus of foreign language learning and teaching is deep-rooted, and this has stalled the spread of the more communicative and experience-based approaches

(Kaikkonen, 1998:16). In addition, the workload that comes with the teacher profession can be quite overwhelming. Especially for FL teachers who face the task of trying to keep up with such an evolving matter as language, and the cultural aspects connected to the target language. Furthermore, the external pressures, such as trying to keep up with the curriculum requirements, are present on an everyday basis. These factors may play a part in teachers' hesitancy to embrace and use new methods, and especially methods that mean stepping away from the shelter of the language textbook.

Moreover, teachers are obligated to 'teach' the certain contents stated in the curriculum, and the language book normally follows the requirements of the curriculum fairly specifically (Rantala 2006: 142). Consequently, the majority of teachers quite understandably rely primarily on the material and work methods provided by the textbook. However, nowhere is it stated that everything should be done following the textbook; a textbook is not the curriculum. In other words, a teacher is given the freedom to choose the work methods, the focus and to some extent even the schedule, taking into account the circumstances, the needs of the learners and the teacher's professional and personal strengths (Rantala 2006: 143). One can only wonder whether this uncertainty stems from insufficient instruction and focus on different learning and teaching styles and material design during the teacher education programme. If one is uncertain of how to do something, or what something actually means, it is highly unlikely that that 'something' would voluntarily be included into the classroom practices. However, the learners role in the process of trying out different learning and teaching methods should also be acknowledged. Learners are socialised into specific learning models extremely quickly, and the paradigm shift may often face more resistance from the learners than from the teacher. Thus, learners should be made aware of different ways of learning, as well as be provided with the means for being able to recognise and utilise methods best suited for their individual needs as early on as possible. This would strengthen learner autonomy, and if the learner manages to work independently, lessen the workload of the teacher as well (Kohonen 2001: 35).

As it has already been established, the notion of authenticity is extremely multidimensional, and difficult to 'pin down' due to different types of authenticity. As a result, the task of agreeing on a specific and cohesive definition and basing one's actions and ideas on that one particular characterisation seems practically impossible, and possibly not even necessary or wise. MacDonald et al. (2006) identify four different types of authenticity (i.e. text authenticity, competence authenticity, learner authenticity

and classroom authenticity), and they argue that emphasising one type over the other may have serious consequences in terms of hindering and simplifying the richness of the learning process. Chavez's (1998) concept of different degrees of authenticity also suggests that there could be various levels and types of authenticity depending on the task or situation.

Moreover, the goal would not be to try and include every single type of authenticity in one situation, but to try and make use of the different types in a balanced manner. This view could bring flexibility into the material selection process, since the range of material and tasks would become a great deal more flexible. Also, it could help make the materials and work methods more versatile, and thus more suitable to different learner's needs. Each learner could assess the authenticity of each situation on a personal level, and place more value on specific authenticity factors meaningful for him (Chavez 1998: 299). In addition, perhaps accepting the multifaceted nature of authenticity would also help ease the teachers' potential insecurities regarding the issue.

3.3 Current aims and requirements of FL teaching (in Finland)

The aims and requirements of FL teaching in Finland are regulated by the National Core Curricula for Basic and Upper Secondary Education. In addition, the guidelines presented in the Common European Framework of Reference are taken increasingly into account in the field of FL learning and teaching in Finland. Next, the relevant parts of the National Core Curriculums for both Basic and Upper Secondary Education, and the Common European Framework of Reference are introduced.

3.3.1 The National Core Curricula and the Common European Framework of Reference

The National Core Curriculum (hereafter NCC) includes the matters that need to be included in teaching. In other words, it provides a national framework for designing curricula on a more local level. The quarters that organise education (i.e. schools) are responsible for developing and putting the curriculum into action. The NCC for basic education is the framework for grade levels 1-9, and the latest version was published in 2004 by the National Board of Education, and the latest NCC for upper secondary education was published in 2003. It is stated that teachers need to follow the curriculum

that is reinforced by the educational facility in which the teaching occurs (NCC 2004: 10). Additionally, the importance of teacher participation in the process of constructing the curriculum is emphasised, and the possibility of learner participation in curriculum planning is also acknowledged. The Common European Framework of Reference (hereafter CERF) is set by the Council of Europe, and it aims to provide guidelines for FL learning in Europe. However, they are indeed simply guidelines and thus it is no school in Finland or elsewhere in Europe is required to abide by the recommendations in the CERF. Next, the requirements and aims regarding learning in general, and learning in the FL context are paid closer attention.

Learning is described in the following manner (NCC 2004: 18-19). Firstly, learning is both an individual as well a communal process that aims to cultural and societal awareness. Secondly, learning is an outcome of the learner's goal-oriented and active participation in the learning process. Thirdly, learning is dependent on learners' individual motivation, knowledge-base, as well as learning and work methods. Lastly, learning is context bound and thus close attention needs to be paid on the versatility of the learning environment and work methods. Furthermore, the learning environment should aim to further the learners' motivation and independence, as well as encourage learners to set personal goals. In addition, the work methods are chosen by the teachers, but they should aim to be motivating, further learners' preparedness to take responsibility for their own learning, as well as help develop learners' learning strategies and their active utilisation in the learning process. All in all, the view of learning in the NCC seems entail quite a few of the same characteristics as the notion of experiential learning.

The aims of FL learning and teaching in the NCC for Basic Education (2004: 138) emphasise the importance of providing the learner with the ways and means to communicate in different communicative contexts, and simultaneously raising awareness and acceptance of cultural factors. Additionally, the learners should be encouraged and instructed on how to put their language skills to use. At the early stages of FL learning (i.e. grades 1-6) it is emphasised that the learning and teaching processes should be closely intertwined with the learners' personal experiences and situations that are familiar to them (NCC 2004: 138). The NCC is merely a framework, and that is the reason why specific teaching methods and task types are not typically mentioned. However, in the NCC for General Upper Secondary Education (2003), authentic

learning materials and literature are the only material types specifically mentioned in the context of FL teaching. The incorporation of authenticity into FL learning and teaching is evidently strongly encouraged and, to some extent, even demanded. All in all, foreign language learning and teaching at the present moment generally aims to provide the learner with the ways and means to use the language in the real world, outside the classroom. Concrete text type suggestions regarding FL learning and teaching, such as books, manuals, brochures, labels and tickets, are mentioned in the CEFR (2001:95).

However, the deep-rootedness of grammar and vocabulary focused FL learning and teaching models has hindered the evolution of learning materials and teaching methods towards a more communicative and approach (Kaikkonen 1998: 16). Kaikkonen (1998: 17) criticises the controlling role of published learning material in the field of FL learning and teaching, and its influences on the ‘actual’ curriculum that is realised in the language classrooms, which rarely directly focuses on the needs of the learner. Research (in the Finnish context) seems to support this claim since FL teachers still rely on textbooks 98 per cent of the time (Luukka et al. 2008). If the aim is to see learning as a process in which the learner is an active participant, the teachers need to be able to disengage themselves from perceiving FL learning as a constricted cognitive event that leaves no room for creativity or more free interpretation (Kaikkonen 1998: 22).

The need for varied learning methods is stated in *the Finnish Core Curriculum for Basic Education* (2004). Paying close attention to the planning of task contents, as well as work and learning methods used in the classroom would help cater for the need of different learners the meaningfulness of learning experiences requires (Kaikkonen and Kohonen 2000: 8-9). Furthermore, the necessary promotion of the learner’s active participation in her own learning is further supported by *The European Language Portfolio* (2001) developed by the Language Policy Division of the European Council. The goal of this method is to support the development of learner autonomy, plurilingualism and intercultural awareness and competence, as well as to allow users to record their language learning achievements and their experience of learning and using languages. The Portfolio gives the learner an opportunity to influence and assess their own learning process, and learning outcomes. The European Language Portfolio has been introduced in Finland already some time ago, and it is promoted in the subject teacher education programme to a certain extent.

4 PREVIOUS STUDIES ON AUTHENTICITY IN THE CONTEXT OF FL LEARNING AND TEACHING

Albeit authenticity seems to have become a permanent participant in the discussion concerning FL learning and teaching, the research on the topic is far from extensive. Previous studies concerning authenticity have focused on the use of authentic materials in foreign language classrooms on a more general level; looking into the possible positive and negative effects of their use, and what type of authentic tasks should, and could be presented to the learners. Gilmore (2004) compared the discourse features of seven dialogues in course books (published between 1981 and 1997) with comparable authentic interactions. The comparison revealed that a number of differing discourse features that normally play a central role in authentic interaction, were not particularly well, or at all, present in the course book dialogue interactions (Gilmore 2004: 366-369). The discourse features included; length and turn-taking patterns, lexical density, number of false starts and repetitions, pausing, frequency of terminal overlap or latching, and the use of hesitation devices and back-channelling (Gilmore 2004: 363). However, further small-scale inquiry of three more recent course books (published in 1996, 1999 and 2001) suggested that at least some of the more up-to-date text books seem to incorporate more of the discourse features of authentic language use (Gilmore 2004: 370). As a result, Gilmore (2004: 371) emphasises the necessity to present the learners to authentic language use data if we aim to equip the learners with the skills to interact outside the foreign language classroom.

The views and attitudes of language learners' regarding authenticity and authentic materials have been subject to some research (see Chavez 1998, Pietilä 2009, Kmieciak and Barkhuizen 2006). Chavez (1998) focused on how University-level German students rate 53 situations in relation to their; the perceived level of authenticity; contribution to language learning as perceived by language learners; learners' reluctance/anxiety/difficulty or ease/enjoyment to interact with authentic texts (Chavez 1998: 278-279). The participants were asked to rank themed scenarios (e.g. reading a menu, reading a letter, listening to directions, watching the news) according to the number of varied 'authenticity factors' evident in the situations (Chavez 1998: 281). Eleven authenticity factors were constructed for the purpose of the study, and they include characteristic such as; native inception: produced by a native speaker; native reception: produced for a native speaker; currency: up-to-date information; source

authenticity: discourse appearing in its original and natural context; cultural (goal) orientation: aim is to exchange meaningful and/or cultural information (Chavez 1998: 281-282). The results indicated that native inception was the authenticity factor ranked the highest in relation to its effects on the level of authenticity, contribution to learning, difficulty and enjoyment (Chavez 1998: 282). However, in overall ranking the presence of one authenticity factor was not sufficient to support the authenticity of the text; the larger the number of authenticity factors present, the better the results (Chavez 1998: 299).

Kmiecik and Barkhuizen (2006: 1) researched learner attitudes to different types of listening input. The study was conducted with a group of elementary level refugee and migrant students, and the aim was to explore the students' attitudes towards listening materials that were specifically prepared for foreign language learning, and non-edited authentic materials. In this context, authentic materials are defined in the following manner: "... spoken texts that have not been produced for language learners, and which fulfil some social purpose in the language community outside the L2 classroom." (Kmiecik and Barkhuizen 2006: 2). The students were presented with both authentic and non-authentic extracts of information and discussion programmes, news and advertisements (Kmiecik and Barkhuizen 2006: 9-10). Non-authentic materials are then, logically, materials specifically designed for the language classroom (for example, language textbook exercises), and they may lack in the level of topicality (Kmiecik and Barkhuizen 2006: 2). During a four week study, students listened to one non-authentic and one authentic text every week, and the data was collected after each session in the form of questionnaires, interviews and informal classroom observation (Kmiecik and Barkhuizen 2006: 1). The findings of the study indicate that the students have more positive attitudes towards the non-authentic texts due to fact that they were often more easily understandable; the speech delivery speed and vocabulary were regularly more challenging in the authentic texts (Kmiecik and Barkhuizen 2006: 11). The results of the study seem to support the claims that authentic material usage with lower level students may cause frustration, demotivation and hinder the learning outcomes (Guariento and Morley 2001). However, the general 'negativity' towards authentic texts may be a result of insufficient exposure to authentic language, and as a result, the students may have developed unrealistic comprehension expectations (Kmiecik and Barkhuizen 2006: 11).

In the Finnish context, Pietilä (2009) conducted a questionnaire study aiming to compare different language learning materials from the English language learners' perspective. The data consisted of the questionnaire answers of 22 seventh-grade pupils and 13 ninth-grade pupils from two different comprehensive schools. The majority of the questions were multiple-choice. The first section focused on mapping out the pupils' views on the amount usage of authentic materials, the course book, as well as the English and Finnish languages in general. The second section focused on the learners' personal views on different materials and learning types in the classroom. The results showed that learners found the use of authentic material useful, but the learners did not feel that only authentic material would enhance their learning. Moreover, the results revealed that practically every participant thought that artificial material is useful in FL teaching as well. Additionally, the learners felt that authentic materials were used sufficiently in foreign language teaching in Finnish comprehensive schools. The latter finding is rather surprising since it is often assumed that the usage of authentic materials in foreign language learning is insufficient. However, this finding may be influenced by the fact that the learners may not entirely understand what is meant by authentic materials, and thus could not assess the sufficiency of their usage accurately (Pietilä 2009: 18).

Fairly little interest has been shown towards the people whose task it is to present and concretely bring authenticity into the foreign language classroom – the teachers. Su (2008) looked at the attitudes of students and instructors toward textbook-based language skills and authentic materials in selected adult ESL language programs. Additionally, Su explored the effectiveness of using authentic materials, as well as the frequency of use. According to the students, the most important authentic materials are, for example; newspapers, discussions, weather reports, computer and TV programmes (Su 2008: 168). In contrast, the findings indicate that the instructors do not often want to incorporate electronic equipment, such as computers, internet and television, into their teaching. All in all, the findings seem to suggest there is a major difference of opinion between the students and instructors' needs and wishes (Su 2008: 169).

Oikarinen (2008) examined authenticity in foreign language learning and teaching from the perspective of the teacher, focusing on both authentic materials and authentic communication in the classroom. Additionally, the goal was to establish how much authentic material truly was used in the classroom. Authentic materials (i.e. materials

not specifically developed for the language classroom) and authentic communication (i.e. communication used to deliver real, meaningful information; asking a question and receiving an answer) were included in the notion of authenticity (Oikarinen 2008: 47). The data was collected observing the lessons of two German teachers, and interviewing the teachers. The results showed that the communication during the lessons is extremely authentic, in the sense that both the teacher and the students were able to interact and express themselves freely and in an authentic manner. Additionally, the teachers view authentic materials positively, but their use is heavily affected by the teachers' personal eagerness and lack of time (Oikarinen 2008: 67).

The previous studies seem to reveal that despite the fact that even researchers themselves are apparently undecided concerning the definition of authenticity in foreign language learning and teaching, no one has been interested in finding out how foreign language teachers understand the term they are practically required to implement in their teaching. For this reason it has become apparent that there is a need for a study focusing solely on how foreign language teachers and teacher trainees define authenticity in the context of foreign language learning and teaching. Gaining insight on the viewpoints of the people whose concrete task it is to bring authenticity into foreign language classroom may provide one with significant information in terms of possible future focuses and needs in foreign language education, teacher training and teaching practices.

5 AIMS, DATA AND METHODS

The aims, data and methods of analysis of the present study are presented and discussed in Chapter 5. Firstly, the research questions the study aims to answer are introduced, and the data is presented. Secondly, the questionnaire and the participants are introduced and the data collection process is explained. Lastly, the process of data analysis is clarified.

5.1 Research questions

The aim of the study is to gain insight on FL teachers and FL teacher students' understanding of authentic learning materials and authentic learning. Moreover, the goal is to find out whether the teachers and students are provided with the required tools (i.e. knowledge) to putting the aims and requirements stated in the Finnish NCC (2004) into action. The results will hopefully implicate whether there is a need for further continuing training, and development in the field of teacher training (regarding authenticity).

Authenticity and foreign language learning and teaching is at the present time a topic in need of closer examination due to the general requirements of communicative competence and implementation of authenticity in FL learning. However, the challenging task of defining authenticity proposes certain difficulties in the fulfilment of these requirements. Hence, it is vital to focus on the views of teachers and teacher trainees, whose prerogative it is to choose the materials and teaching and learning methods used in the foreign language classroom.

The present study has three main research questions, and each question has specifying sub-question(s):

- 1) How do FL teachers and teacher trainees define the term *authentic learning materials* in the context of FL learning?
 - 1.1 To what extent are the FL teachers familiar with the term?
 - 1.2 Do the FL teachers use *authentic materials*?
- 2) How do FL teachers and teacher trainees define the term *authentic learning* in the context of FL learning?

- 2.1 To what extent are the FL teachers familiar with the term?
 - 2.2 What are the FL teachers' views regarding the level of importance of *authentic learning* in the context of FL learning?
- 3) Are there differences between the definitions of the FL teachers and teacher students?
- 3.1 How do the teachers and teacher students' definitions resonate to the existing definitions of *authenticity* in the field of FL learning and teaching?

Since there are no previous studies focusing on the exactly similar topic, there are no fixed hypotheses regarding the results one might obtain. It can merely be hypothesised that there will most likely be similarities between the existing definitions of authenticity in the context of foreign language learning and the teacher and student participant responses. However, it cannot be hypothesised to what extent the differing approaches to authenticity (i.e. the linguistic and pedagogical) will be present in the participant responses.

The concept of authenticity has been a topic of conversation in FL education for quite some time, and thus it might be expected that it would somehow be included in the FL teacher education. Consequently, one might hypothesise that the student responses will be more diverse and knowledgeable regarding the concept of authenticity, in contrast to FL teachers who have graduated in the 1980s and 1990s when authenticity was not as current a topic as it is now. This is simply due to the assumption that the FL teacher trainees may, to an extent, already have been familiarised with *authenticity* in the context of FL learning and teaching in the course of their studies. Whereas the teachers have surely encountered the term at one point or another, but they may not have been given information regarding its meanings. The aim is to coherently answer the research questions, as well as consider the proposed hypothesis. The core of the study is the data, and thus the next step is to introduce the data collection process, and then move on to describing the questionnaire and participants, and lastly the analysis process.

5.2 Data collection

The data of the present study consists of questionnaire answers of FL teachers and teacher trainees. The teacher data was collected in autumn 2011, and the trainee data was collected in autumn 2009 by Pia Bärlund, who at the time was a lecturer and researcher at the University of Jyväskylä. The data collection was carried out at the beginning of a course focusing on authenticity and foreign language learning and teaching. However, the students were asked to participate in the study before they had been given any information regarding the topic of the course. The trainee data was never utilised and thus an opportunity to utilise the data surfaced. The utilisation of the trainees' definitions of authentic learning materials and authentic learning enabled incorporating a comparative aspect to the present study. The comparison of foreign language teachers and teacher trainees' definitions of authenticity may prove to be very fertile in terms of possible implications regarding the developmental needs of foreign language teacher training and continuing training of teachers.

The teacher data was collected using a questionnaire that was handed out to the teachers participating in a National Board of Education's continuing training course, which was organised by the Palmenia Centre for Continuing Education of University of Helsinki. Instead of resorting to the more traditionally used method of mailing the questionnaires to potential participants, the training course setting seemed more ideal for several different reasons. Firstly, the response rate in mailed questionnaires is normally fairly low, and the same problem applies to questionnaires sent via e-mail. Thus gathering the questionnaire data in a more 'closed' setting helped increase the response rate, and one did not have to 'hunt down' and harass the participants for answers. Secondly, the topic of the lecture following the questionnaires was authenticity and foreign language learning and teaching, so the questionnaires also served as a stimulus for the topic, and the lecturer was glad to hand out the questionnaire. Additionally, now there was somewhat lesser need to worry about the time consumption factors that often affect the response eagerness of busy professionals such as teachers, since answering the questionnaire did not take place during the teachers' free time. However, time issues were naturally taken into account in the design process of the questionnaire. Thirdly, a course organised by such an important quarter as the National Board of Education might have a positive influence on the diversity (i.e. the languages taught and the grade levels) of the group of participants. In other words, the aim was to receive answers from a

language and grade level wise heterogeneous group, instead of, for example, mainly English teachers teaching in upper secondary school. The questionnaires used to collect the data are introduced in the following section (5.3); starting with the teacher student questionnaire and then shifting the focus on the questionnaire presented to the FL teachers.

5.3 The questionnaire

There were a number of reasons for choosing a questionnaire as the data collection tool for the present study. First and foremost, since the aim of the study was to gain a somewhat general view of how FL teachers (and teacher trainees) define authentic learning materials and authentic learning, and the only practical and realisable way of collecting enough data was a questionnaire. One-on-one interviews could have been used to gain more detailed views on the matter, but it did not seem purposeful since the goal was to be able to make a generalisation of FL teachers and trainees' definitions of authenticity. Additionally, a questionnaire was also the natural choice considering the data collection setting and number of participants. Secondly, the form of a questionnaire can be formulated fairly freely, and one can, for example, include both closed and open-ended questions. Consequently, the results may be analysed in different ways, producing both qualitative and quantitative findings (Dörnyei 2003: 10). Thirdly, an anonymously filled in questionnaire aims to create a setting in which the participant feels free and secure to express their true ideas and thoughts. Social pressure and expectations may sometimes push a person to adjust their views and answer in a way they think they are expected to. However, the anonymity of a questionnaire may ease these pressures.

Furthermore, there are several factors that may go awry with even the most carefully planned questionnaire (Dörnyei 2010: 7-9). Firstly, even if the questions have been formulated with considerable amount of contemplation and thought, the occurrence of misunderstandings is unquestionably possible. Questions may be misunderstood, and they cannot be clarified since the researcher and the participant do not meet. Moreover, the attempt to further explain a question might result in unconsciously guiding the participant's answers to a certain direction. Furthermore, the researcher may also interpret the participant's answers falsely or in a different way the participant intended them to be understood. Secondly, the length of the questionnaire may influence the

participants' willingness to answer; several pages and complex questions may make the entire questionnaire seem like too much of an effort. Thirdly, the motivational level of participants can never be estimated beforehand. If the participants find the topic uninteresting or too difficult, they may simply choose not to fill in the questionnaire.

The teacher students were presented with a very simple one-page long questionnaire consisting of three open-ended questions in Finnish. Since the trainee data was collected by someone else, it is not possible to provide answers as to why the questionnaire is the way it is. The questionnaires were anonymous, and no background information was gathered. In order to keep the focus of the study on the two major concepts, authentic learning materials and authentic learning, and to avoid introducing yet another complex term (i.e. teacherhood = *opettajuus*), the third question or theme was excluded from the teacher questionnaire. The questions were:

1. What is meant by authentic learning material in the context of foreign language teaching?
2. What is meant by authentic learning in the context of foreign language teaching?
3. What is an authentic foreign language teacher?

Questions one and two of the student questionnaire were used as the base for the FLteacher questionnaire (see Appendix). By asking the teachers the same questions in the exact same form ensures the comparison of the answers. The questionnaire is three pages long and consists of three sections. Viewing the process of filling in the questionnaire from the participant's point of view, the 3-page-length of the questionnaire was revised to be fairly optimal (Dörnyei 2010: 12). The first section focuses on background information, the second section on *authentic learning materials* and the third section on *authentic learning*. The basic information section entails questions concerning the participant's age, degree, year of graduation, teacher training, major and minor languages, teaching experience and primary workplace (i.e. upper secondary school, vocational school etc.).

The second section concentrates on authentic learning materials and consists of four questions. The second section aims to answer the first research question. The first question is a multiple-choice question in which the participants are asked if they are already familiar with the term *authentic learning materials*. The choices are; a) yes, b) to some extent, c) no. The second question is the same open-ended question as in the trainee questionnaire; what is meant by authentic learning materials in the context of foreign language teaching? Additionally, in order to gain more detailed and lengthy answers, the participants were asked to provide an example or examples. The third question aims to find out if the teachers utilise authentic learning materials. The choices were; a) yes, as often as possible, b) sometimes, c) no. The fourth question concerns those who answered that they do not use authentic materials. In other words, they were asked to give reasons for their choice of answer.

The third section concentrates on authentic learning and consists of four questions. The first question in the third section is also a multiple-choice question focusing on whether the participants are familiar with the term *authentic learning*. The choices are; a) yes, b) to some extent, c) no. Following the same pattern used in the second section, the second question is the open-ended question that also appeared in the trainee questionnaire; what is meant by authentic learning in the context of foreign language teaching? The participant was asked to give an example or examples. The third question focuses on the participant's view on the importance of authentic learning in foreign language teaching. The participant was asked to choose one of the following alternatives; a) very important, b) fairly important, c) not very important, d) not at all important. Lastly, in the fourth question the participant is asked to validate their answer to question number three.

The reason for using open-ended questions was to provide the person participating in the study the opportunity to express his opinion as free of restrictive alternatives as possible, as well as possibly gaining more detailed information on the topic. Moreover, the alternative of multiple-choice questions (e.g. in the form of; choose which factor you associate with authentic materials/authentic learning) was rejected because it was vital to ensure the participants did not receive any 'tips' or guidance to help them define the terms. As discussed, authenticity in FL learning and teaching is such an elusive and complex term which can be understood in many different ways. In order to truly be able to gain insight on the teachers and students' personal understanding of authenticity, it

was essential not to provide the participants with ready-made definitions- hence the use of open-ended questions. Furthermore, the main focus of the present study

However, some multiple-choice questions were included in order to gain data that can also be analysed in a quantitative manner. Answering open-ended questions often requires somewhat more concentration and thought, compared to more quantitative multiple-choice questions, and for this reason only a couple of fairly brief extra questions were added. Additionally, this way the focus remained on the task of defining authentic learning materials and authentic learning, which is the main focus of the present study. The questions included in the questionnaire are factual, behavioural and attitudinal. Factual questions aim to find out background information, behavioural questions target the participant's past or current behaviour regarding, for example, how often a certain strategy is used, and attitudinal questions focus on finding out the participant's opinions, attitudes and beliefs (Dörnyei 2010: 5). The first section contains factual questions, whereas the second and third sections contain both behavioural and attitudinal questions.

5.4 Participants

The focus of the present study is to compare FL teachers' and FL teacher students' definitions of *authentic learning materials* and *authentic learning*. As a result, the data for the study consists of two sets of answers – the student data and the teacher data. The student data comprises of 76 participants, and the teacher data of 52 participants, making the total number of participants 128. The student participants are FL teacher trainees studying at the University of Jyväskylä, and the teacher participants FL teachers working in different grade levels and educational institutes in different parts of Finland. As previously mentioned, the first section of the teacher questionnaire contained multiple-choice questions aimed to retain background information on the participants. The results are presented in Table 1.

Table 1. Background information on the FL teacher participants (presented in percentage and frequencies)

		<30	30-39	40-49	50-59	Missing				
Age	N	1	13	20	17	1				
	%	1.9	25	38.5	32.7	1.9				
		BA	FM	Other						
University Degree	N	0	52	0						
	%	0	100	0						
		2000s	1990s	1980s	1970s	Missing				
Year of graduation	N	21	14	14	1	2				
	%	40.4	26.9	26.9	1.9	3.8				
		Yes	No							
Pedagogical studies	N	52	0							
	%	100	0							
		English	Swedish	German	French	Russian	Other subject			
Major language	N	25	9	6	3	8	1			
	%	48.1	17.3	11.5	5.8	15.4	1.9			
		English	Swedish	German	French	Russian	Spanish	Finnish	Several languages	No minor language
Minor language(s)	N	8	12	12	2	3	1	2	3	9
	%	15.4	23.1	23.1	3.8	5.8	1.9	3.8	5.8	17.3
		<5 years	5-9	10-14	15-19	20-24	25-29	30 or >	Missing	
Teaching experience	N	7	7	9	8	8	7	3	3	
	%	13.5	13.5	17.3	15.4	15.4	13.5	5.8	5.8	
		Primary school	Secondary school	Upper secondary school	Vocational school	Polytechnic	Several institutions	Other		
Primary teaching institution	N	1	4	35	3	0	7	1		
	%	1.9	7.7	67.3	5.8	0	13.5	1.9		

Out of a total of 52 participants the largest age group was the 40-49-year-olds consisting of 20 people (38.5 %). 17 people (32.7 %) were 50-59-year-olds, and a quarter 13 people (25 %) were 30-39-year-olds. Only one participant (1.9 %) was under 30 years old, and another (1.9 %) had not reported their age. All of the 52 participants, 100%,

had a Master's degree, and all of them had completed their pedagogical studies. The number of participants who had graduated in the 2000s was 21 people (40.4 %), a little over a quarter, 14 people (26.9 %), had received their degree in the 1990s and similarly 14 people (26.9 %) in the 1980s. One person (1.9 %) had graduated in the 1970s and two people (3.8 %) did not provide a year of graduation. The major teaching language of nearly half of the participants, 25 people (48.1 %), was English. Swedish was the major language of 9 participants (17.3 %), followed by Russian with 8 people (15.4 %). A little over a tenth's, 6 people (11.5 %), major language was German, followed by French with 3 people (5.8 %) and one participant's (1.9 %) major subject was not a language.

The two largest minor language groups both consisting of 12 participants (23.1 %) were Swedish and German, followed by a group of 9 participants (17.3 %) who had no minor language. English was the minor language of 8 participants (15.4 %), and 3 participants (5.8 %) had Russian as a minor language, or several minor languages. Two participants (3.8 %) had Finnish as a minor language, and 2 people (3.8 %) minored in French. One participant's (1.9 %) minor language was Spanish. Teaching experience was distributed somewhat evenly; 9 people (17.3 %) had 10-14 years of teaching experience, 8 people (15.4 %) 15-19 years, and 8 people (15.4 %) 20-24 years of experience. The groups 25-29, 5-9 and 5 years or less teaching experience each consisted of 7 participants (13.5 %). Three participants, that is (5.8 %) of the participants, had 30 or more years of teaching experience and the same number of people (5.8 %) did not provide an answer to the question. Lastly, the vast majority's, 35 participants (67.3 %), primary teaching institution was an upper secondary school, whereas 7 participants (13.5 %) reported working in several different teaching institutions. Four participants (7.7 %) worked primarily in secondary school, 3 participants (5.8 %) in vocational school, one person (1.9 %) in primary school, as well as one person (1.9 %) in another (non-specified) institution. None of the participants (0.0 %) worked in a Polytechnic.

5.5 Methods of analysis

Due to the nature of the collected data, which comprises mainly of open-ended question answers, the chosen method of analysis applied in the present study is of a descriptive nature. To be more exact, the method of analysis is a mixture of inductive content analysis described by Miles and Huberman (1994), Thomas (2003) and Tuomi &

Sarajärvi (2009), and descriptive analysis presented by Seliger and Shohamy (1989). Descriptive analysis shares many similar features with qualitative research/analysis, but Seliger and Shohamy (1989) identify one crucial difference between the two methods. When conducting purely qualitative research there are no preconceived assumptions regarding the results, whereas in descriptive research there is a specific research question or focus the researcher aims to gain insights on (Seliger and Shohamy 1989: 133). In the context of the present study, there were no set-in-stone assumptions or fixed characteristic/themes regarding the results since there are no previous studies on the topic to which one could base any hypothesis. However, taking into account the existing definitions of authenticity it was, to an extent, possible to make preliminary propositions regarding the types of themes and characteristics that might potentially emerge from the data. Additionally, the research topic was narrowed down, and fairly specific research questions were formed. Moreover, descriptive research aims to simply *describe* the data and characteristics of a specific phenomenon and that applies to the goal of the present study as well.

The unifying factor between all different types of descriptive analysis is the intent to identify patterns, alterations and likenesses within the data (Seliger and Shohamy 1989: 112). Thomas (2003:2) presents the general purposes of the inductive approach in the following manner:

1. To condense extensive and varied raw text data into a brief, summary format.
2. To establish clear links between the research objectives and the summary findings derived from the raw data and to ensure these links are both transparent (able to be demonstrated to others) and defensible (justifiable given the objectives of the research)
3. To develop a model or theory about the underlying structure of experiences or processes which are evident in the text (raw data)

As presented above, the aim of the inductive approach is to start from individual texts, identify the evident and possibly recurring themes and gradually gain a more general view of the phenomenon. Tuomi and Sarajärvi (2009) name three types of content analysis; *data based/grounded analysis*, *theory grounded analysis* and *theory guided analysis*. The inductive content analysis utilised in the present study falls into the *theory guided analysis* category. The *theory grounded approach* is often viewed to have the most validity because the analysis process is based on an existing, acknowledged

framework or theory (Tuomi and Sarajärvi 2009: 97). Since the core problem of *authenticity* and FL learning and teaching is the absence of a generally acknowledged and agreed upon definition and framework, was the theory grounded approach in the context of the present study unsuitable.

However, the *data grounded approach* is not entirely suitable either. Tuomi and Sarajärvi (2009: 96) state that the data based approach requires abandoning all previous knowledge concerning the phenomenon, in order to prevent it from interfering with the analysis. The analysis should be based wholly on the data provided by the participants, but many question the researcher's objectivity and ability to control his/her own prejudices and expectations regarding the phenomenon (Tuomi and Sarajärvi 2009: 96). Tesch (1990: 141-142) suggests that when embarking on the process of analysing qualitative data, at least four sources can be utilised either individually or in different combinations; a) the research question and sub-questions, b) the research instrument(s), c) concepts or categories used by other authors in previous related studies, d) the data itself. The *theory-guided approach* is a combination approach and thus meets the needs of this study. Tuomi and Sarajärvi (2009: 96-97) describe the theory-guided approach as an approach that has some theoretical connections, but they may be used as 'signs', not the entire base, to help make sense of the phenomenon. The analysis units/themes are identified in the data, and the theoretical connections may be of use in the identification process. In other words, the existing ideas and definitions regarding authenticity were used as a reference point in the categorisation and identification stage of the analysis process.

Several different sources provide suggestions for the organising and categorisation process of qualitative data. Miles and Huberman (1994: 194) present a three-step process: 1) the reduction (i.e. simplification) of the data, 2) clustering (i.e. categorisation) of the data, 3) abstraction (i.e. creating the theoretical concepts) of the data. Tuomi and Sarajärvi (2009) have developed a more detailed progress scale of the analysis process, but their views seem to coincide fairly closely with Miles and Huberman's suggestion (1994). Firstly, the various utterances in the data need to be simplified into individual expressions, constantly bearing in mind the research questions. Secondly, the expressions need to be categorised into subclasses according to, for example, theme or a characteristic of the phenomenon being studied. Thirdly, the subclasses are combined into super classes and lastly, the super classes are grouped

together and a theoretical concept is formed (Tuomi and Sarajärvi 2009: 101). Additionally, Tesch (1990: 141-145) presents extremely useful steps for developing an organising system for qualitative data, and these steps were used as guideposts in the categorisation process in the present study. Next the actual process will be presented in more detail.

Firstly, following Tesch's (1990: 141-145) instructions, the data in its entirety was read through to gain a general view of the data. Also, each answer sheet was given a code consisting of a letter and a number, in order to be able to separate individual answers, and especially to tell apart the teacher and student responses. Secondly, whilst reading the data, characteristics and themes were identified, reduced and written down. Some topics required very little reduction since they were already in one-word form. Others, however, needed to be reduced from sentences into individual expressions.

Thirdly, once the preliminary topic identification was finished, the identified topics were compiled into a list and compared, clustering together similar topics. The clustered topics were then named with a name that best described that particular group. The topics/categories were given codes/abbreviations. Certain individual topics or comments did not, at first, form any clusters and may have occurred in the data only scarcely but they were still deemed important or potentially irrelevant in terms of the research. Hence, they were categorised individually. Fourthly, the compiled list of topics was then used as a categorisation system and the data was looked at yet again, the coded categories were placed in the participant responses whenever they were appropriate. Fifthly, the compiled list of categories was revised in terms of content and similarity (i.e. are certain categories too similar content-wise).

The data was analysed question-by-question, and this additionally clarifies the categorisation process, since every set of answers can be categorised according to every individual question and topic. The next section will focus on the actual categories that were formed for both authentic learning materials and authentic learning. The categories are reported in the following tables, and each category is presented in more detail, as well the reasoning behind the category formation.

5.5.1 The categorised data

Revising the categories and determining whether certain categories were too similar proved to be somewhat challenging at times, and the qualitative nature of the data posed its own challenges. When dealing with qualitative data the researcher is the one who interprets the participants' responses, and there is always a chance that the researcher's interpretation does not coincide with what the participant had in fact intended. The categories are introduced and described below (see Table 2).

Table 2. Categorisation for *authentic learning materials*

	Authentic learning material characteristic
1.	Source authenticity: not originally created for FL teaching purposes
2.	Natural and 'real': material from a 'real-world' context about relatable 'real-world' issues presented in a natural manner
3.	Unmodified: has not been edited to better suit the needs and competence levels of FL students
4.	Meaningful and motivating: material the students perceive as meaningful, interesting and relatable
5.	Native inception: produced by a native speaker (i.e. speech or text)
6.	Communicative orientation: focus on promoting communicative competence (e.g. grammatical accuracy not the primal concern)
7.	Personal contact: with the target language and culture (i.e. communicating with a native speaker or spending time in the target language community)
8.	Learner output: the learners' own output (i.e. speech or text)
9.	Currency: up-to-date material about current issues
10.	Cultural orientation: focus on promoting cultural knowledge, as opposed to focusing on grammatical or pedagogical accuracy

Categories from 1-5, as well as categories 9, 12, 13 and 14 were relatively straightforward to form. The themes/characteristics were easily recognisable amidst the data since they were mainly expressed as one-word, or otherwise direct utterances, whose meaning could hardly be mistaken to mean something else entirely. Moreover, all of these categories were fairly simple to separate since they are quite distinctively different. However, categories one (*literary and newspaper texts*) and two (*other texts and images*) do share a similar basic structure. The decision to form two separate categories was based on the perception that the formation of simply one category (i.e.

texts and images) would generalise the results far too much, and not provide an accurate enough picture of the versatility of the participants' examples and definitions.

The categories 6 'source authenticity', 7 'natural and real', and 10 'native inception' proved to be the most problematic when revising the potential content-based similarity of the categories. Firstly, category 6 'source authenticity' includes characteristics defining authentic learning materials as material that has not originally been designed for FL teaching purposes. Secondly, category 7 'natural and real' encloses references to themes characterising authentic learning materials as material taken from a 'real-world' context dealing with 'real-world' issues in a real and natural manner. Thirdly, category 10 encompasses definitions referring to authentic learning material as material produced by a native speaker of the target language. Admittedly, there is overlap; materials that are not produced or manufactured for the purpose of FL teaching are often taken straight from the 'real-world' context, and they are often produced by native speakers. Thus, all of the three categories have significant similarities. In principle, categories 6, 7 and 10 also apply to categories 1-5; for example, newspaper articles are not written for FL education purposes, they are normally written by native speakers and they are straight from the real-world. However, the decision to form separate categories despite the similarities was based wholly on the data and the participant responses. In other words, many of the discussed characteristics were mentioned separately in the participant responses, which is illustrated in Example 1.

- (1) Ajankohtaista, luontevassa yhteydessä käytettyä kieltä, haastatteluja, blogitekstejä, lehtiartikkeleita, uutisia. Ei täydellisiä tekstejä kielellisesti, vaan "normaalia" kielenkäyttöä. Mieluusti natiivien tuottamaa (T15)

The participant defines authentic learning materials as 1) material not produced for FL learning and teaching, 2) natural and 'real' material from the real world, 3) speech or text produced by a native speaker, 4) literary texts and 5) movies and tv-series. In principle, all of these characteristics share some similarities, and overlap, but if all of the themes were to be categorised as only one or two very general categories, some information would surely be lost in the process. If a participant mentions all of the above mentioned characteristics as individual and separate definitions for authentic learning materials, should they be compressed into say one general 'source authenticity' category? In addition, the more specified examples such as newspaper articles, novels

and interviews are also concrete examples the participants were requested to provide. The categorisation for authentic learning is introduced in Table 3.

Table 3. Categorisation for *authentic learning*

	Authentic learning characteristic
1.	Motivating and meaningful: authentic learning is achieved when the learner is motivated and perceives the issues dealt with as meaningful
2.	Need/goal-oriented: the learning aims to fulfil a specific/set need or goal; e.g. being able to express one's opinion or purchase a movie ticket
3.	Unconscious: the learning process bares more resemblance to language acquisition
4.	Real-world orientation: language use and learning aims to prepare the learner to be able to function in communicative situations one is likely to encounter in the real world outside the language classroom
5.	Setting authenticity: spending time in the target language community and communicating with native speakers
6.	Learning by doing: active, participative tasks (e.g. role play) instead of pattern-like grammar-based language learning
7.	Learning via authentic materials: authentic learning is achieved by utilising authentic learning materials
8.	Inclusiveness: the learner is an active participant in the learning process; takes responsibility for his own learning and participates in the material selection and production
9.	Culturally oriented: the focus of the learning is on cultural knowledge rather than on grammatical issues
10.	Natural language use: promoting free and natural language use and dialogue in which the goal is to simply get one's message through (i.e. errors are allowed)
11.	Not possible in the language classroom: authentic learning cannot be achieved in an artificial, inauthentic classroom environment
12.	No knowledge of the term: the participant did not provide a characterisation for the term

Lastly, the analysis was furthered by *quantifying* the data. In descriptive research one often focuses on, for example, how often a specific theme or phenomenon occurs in the data and the frequencies are demonstrated in descriptive statistics (Seliger and Shohamy 1989: 211). The statistics are presented in Chapter 6 of the present study, and they aim to assist the reader in understanding the generalised view of FL teachers and teacher students' definition of authenticity and authentic learning. The quantification of the

multiple-choice question answers is relatively straightforward but the quantification of the qualitative data was done by calculating how many times a specific characteristic appeared in the answers (Tuomi and Sarajärvi 2009: 120-121). In the following chapter 6 the findings are reported, and the research questions are answered.

6 FINDINGS

The aim of this study was to gain insight on how FL teachers and teacher students define *authentic learning materials* and *authentic learning* in the context of FL learning and teaching. More importantly, the research questions will be answered in this chapter. The three main research questions were: 1. How do FL teachers and teacher students define the term *authentic learning materials* in the context of foreign language learning, 2. How do FL teachers and teacher students define the term *authentic learning* in the context of FL learning, and 3. Are there differences between the definitions of foreign language teachers and teacher students. Firstly, section 6.1 will concentrate on *authentic learning materials*, and thus answer the first research question. Secondly, the focus will shift to *authentic learning* in section 6.2, in which research question number two will be answered. Lastly, the third research question regarding the differences between the definitions is examined in the final chapter of the present study (see Chapter 7).

6.1 AUTHENTIC LEARNING MATERIALS

This section will answer the first research question. The findings regarding *authentic learning materials* are introduced in the following order: firstly, the teachers' familiarity with the term *authentic learning materials* is presented (section 6.1.1); secondly, the teachers and students' definitions of *authentic learning materials* are introduced (section 6.1.2); and lastly, the frequency of the teachers' authentic learning material use is examined (section 6.1.3).

6.1.1 FL teachers' familiarity with the term *authentic learning materials*

The first question of the teacher questionnaire's second section aimed to inquire how familiar the teachers were with the term authentic learning materials. The participants were asked to tick one of the three multiple-choice alternatives; *yes, to an extent* or *no*. Since the question was in multiple-choice form, the results are introduced in percentages in Figure 1 below.

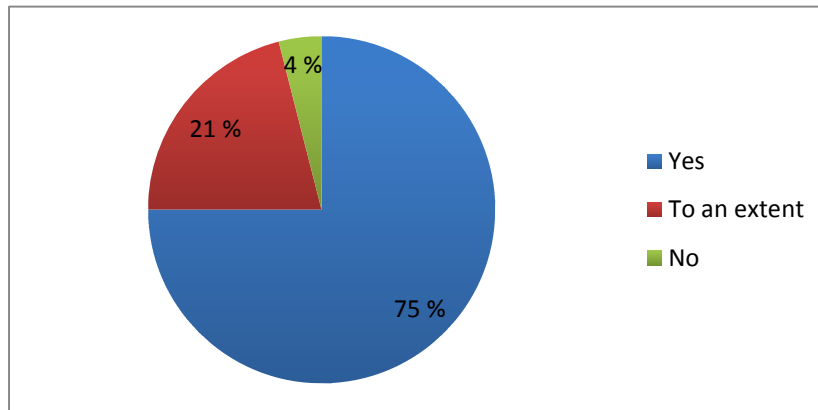


Figure 1. FL teachers' familiarity with the term *authentic learning materials* (presented in percentage).

The majority of the 52 respondents, that is 39 people (75.0 %), answered *yes*, thus stating that they were indeed familiar with the term *authentic learning materials*. The number of participants choosing the *to an extent alternative*, was 11 people (21.2 %), and only 2 people (3.8 %) expressed that they were not familiar with the term. Consequently, the results seem to suggest that at least this particular group of teachers is fairly acquainted with the term. To an extent this is to be expected, since in the recent years the authenticity of learning materials has become a fairly fixed topic of discussion in FL education. Next, the actual definitions of both the FL teacher and teacher trainees are introduced.

6.1.2 Definitions of authentic learning materials

The first section of the student questionnaire and the second section of the teacher questionnaire focused on finding out the participants' definitions of *authentic learning materials* in the context of FL learning and teaching. The participants were asked to provide insights into their own understanding of the term *authentic learning materials*, as well as give examples. The information was acquired with a open-ended question in order to avoid providing the participants with the option of simply choosing characteristics from a list, and as a result, potentially missing out on the participants' true understanding of authenticity. The definitions of *authentic learning materials* varied from short and exact one-word examples to more lengthy reflections regarding

the nature and meaning of the term. The teacher data consisted mainly of the one-word type responses whereas the students' responses were often more detailed. This dissimilarity may be a result of time constraints, as the teachers only had 15-20 minutes to fill out the questionnaire. However, there is a possibility that the absence of lengthy and detailed definitions on some of the teacher participants' parts was due to a lack of knowledge on the matter. Next, dissimilar examples from each set of data are presented in order to clarify the types of answers, particularly in terms of length and form, the participants provided. Firstly, four examples (2-5) from the teacher data are presented, and they are followed by four examples (6-9) from the student data.

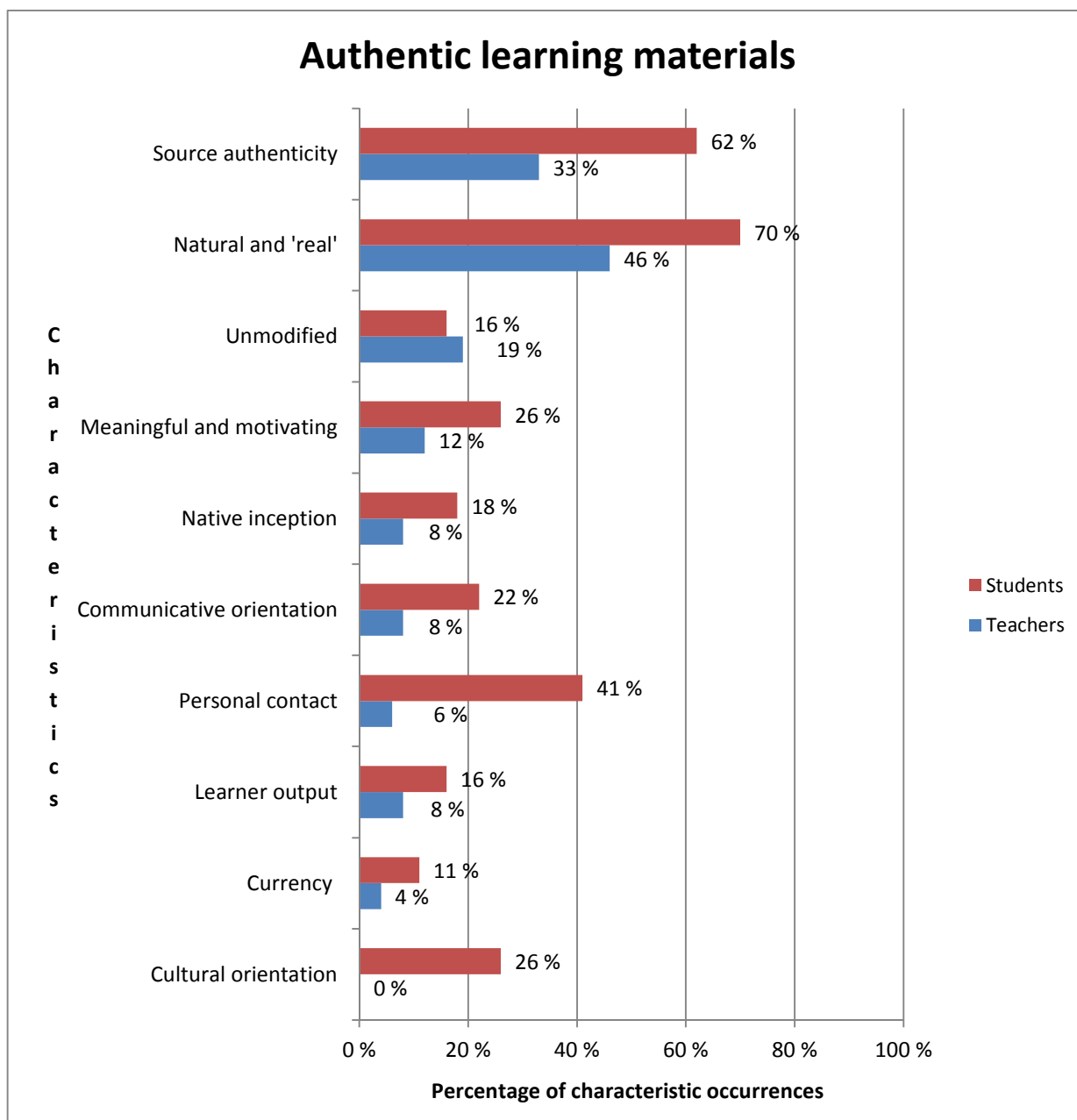
- (2) Esim. matkaesitteet, menut (eli ruokalistat), netistä otetut uutiset/kolumnit, otteita kirjallisuudesta. (T3)
- (3) Tekstejä/ muita tuotoksia, jotka ovat ainakin pääasiallisesti muuta tarkoitusta varten tehtyjä kuin oppiminen/koulumateriaali. Syntyneet ”luonnollista” viestintätarvetta varten. (T11)
- (4) Oppilaan näkökulmasta häntä kiinnostavia aiheita. Käytännön viestintä-tilanteita. Omasta näkökulmasta autenttinen voisi todella olla autenttista; on kamalaa jos kuvassa on nuori henkilö/julkkis, ja levyllä puhuu 50 v. henkilö. Ei uskottavaa! (T44)
- (5) Tekstejä ei ole kirjoitettu vieraan kielen opiskelijaa varten eikä muokattu. (T25)
- (6) Autenttinen oppimateriaali on mahdollisimman aitoa ja oikeaa materiaalia. Esimerkkeinä voidaan käyttää mm. kirjallisuutta, elokuvia, ohjelmia, sanomalehtiä, runoja, lauluja ym. Materiaali on kerätty muista tilanteista, eikä sitä ole luotu vain opetusvälineeksi. Tällä materiaalilla pyritään luomaan mahdollisimman aitoja tilanteita, joissa oppilas voi käyttää kielitaitoaan. (S8)
- (7) Sana autenttinen tarkoittaa minulle jotain aitoa, oikeaa ja alkuperäistä. Vieraiden kielten opetuksessa autenttinen oppimateriaali käsittää materiaalin, jota ei ensisijaisesti ole tarkoitettu opetuskäyttöön. Tällä materiaalilla on siis alun perin jokin muu ei-kielellinen funktio. Esimerkiksi kaunokirjallisuus ja sanomalehdet, jotka ovat tuotettu suoraan kohdekielellä, ovat sekä informatiivisia että viestinnällisiä. Niitä voidaan kuitenkin käyttää hyväksi kielten opetuksessa muun muassa antamaan hyvää kuvaa kohdemaan kulttuurista ja kielenkäytöstä. Kirjallisuuden ohella autenttista oppimateriaalia ovat erilaiset kohdekieliset esitteet, elokuvat, tv- ja radio-ohjelmat sekä kuva-aineistot, jotka ovat suoraan kohdemaasta ja siellä asuvilta ihmisiltä ja peräisin aidoista kielenkäyttötilanteista. Autenttiseksi oppimateriaaliksi voi ymmärtää myös kontaktit natiivien kanssa (kirjeenvaihto, verkon kautta) sekä erilaiset vierailut eri kulttuurista olevien kesken. (S25)
- (8) Autenttinen oppimateriaali on kirjallisuutta, runoutta, sanomalehtitekstejä, musiikkia, taidetta, videoita, tv-ohjelmia, haastatteluja jne. Sen avulla voidaan tehdä ei-kielellisen tavoitteen sisältäviä tehtäviä mm. simuloimalla kielenkäyttö-tilanteita ja antamalla niistä rakentavaa palautetta. (S31)

- (9) Autentiset oppimateriaalit tarkoittavat nimenomaan kohdekulttuurin liittyviä materiaaleja, joita hyödynnetään opetuksessa. Tällaisia voivat olla esimerkiksi lehtiartikkelit, elokuvat, musiikki, mainokset. Mahdollista on myös tehdä opintomatkoja kyseiseen maahan esim. ystävyyskouluvierailujen kautta. Oppilaiden omat tuotokset ovat myös autenttista materiaalia. (S3)

As is evident from the examples, the answers varied significantly in terms of length and form. Examples 2-5 and 9 are fairly concise and the examples and defining characteristics of authentic learning materials are voiced relatively plainly, whereas in examples 6 and 7 the views are stated in a more lengthy and contemplative manner.

The responses provided by the participants are, first and foremost, described, and illustrated further with the help of extracts from the data. Furthermore, the focus of the present study lies heavily on content rather than numbers. The results were, nonetheless, quantified with the aim to provide some statistical information on the frequency of specific characteristics, as well as to an extent, summarise the findings. The summarised percentages of characteristic occurrences are presented in Table 4. The definitions and examples are presented and described in the chapters following the chart. The potential implications and interesting factors are discussed further in the discussion section of the study (Chapter 7).

Table 4. The teachers and students' characterisation of *authentic learning materials* (presented in percentages)



Two specific characteristics stood out as the most prevalent in terms of occurrence frequency. Firstly, the participants' defined authentic learning materials as being materials that have not originally been produced for language education purposes. This type of material has *source authenticity*, which means it is taken straight from its 'natural environment', and it was originally most likely created for a native speaking audience in the target language country and culture. In the student data, 47 out of a total of 76 participants (61.8%) defined *authentic learning material* as material that is not

originally created for language classroom usage. This particular characteristic occurred less frequently in the teacher data, with 17 out of a total of 52 participants (32.7%) defining authentic learning materials as materials with source authenticity. Several concrete examples of learning materials with source authenticity were provided. The examples included; *literary texts* such as novels, poems and short stories; *newspaper and argumentative texts* such as news pieces, articles, columns; *other texts* such as letters, song lyrics and comic books; *instructive and informative material* such as brochures, cards, manuals, recipes, menus and tickets; *images* such as advertisement, photographs and other pictures; *audio material* such as radio, music, interviews, and podcasts; *audio-visual material* such as tv-series, movies, and video clips; and lastly, *Internet-based material* such as websites in general, Youtube videos, chat forums and blogs. In the present study *source authenticity* was referred to in a multitude of ways, illustrated in the following examples (10-16).

- (10) Materiaalia, jota ei ole alkuperäisesti tehty opetusmateriaaliksi. Esim. lehdet, verkkosivut, musiikki, elokuvat. (T10)
- (11) Kaikki materiaali, jota ei ole tehty ensisijaisesti kielenoppimistarkoitukseen. Esim. lehtiartikkelit, netti, musiikki, sarjakuvat, kaunokirjallisuus, mainokset. (T22)
- (12) Tekstejä, jotka eivät ole oppikirjankirjoittajien tms. varta vasten opetustarkoituksiin laatimia vaan natiivikielته puhujien tai muutoin ko. kulttuurissa aidossa tilanteissa esiintyviä tekstejä. (T41)
- (13) Autenttinen oppimateriaali kielten opetuksessa on mielestäni materiaalia, jota ei ole valmistettu tai muokattu nimenomaan opetustarkoitusta varten. Materiaalilla on siis jokin muu kuin opetustehtävä, mutta sitä voidaan hyödyntää opetustilanteessa. (S6)
- (14) Autenttista oppimateriaalia ei ole tuotettu oppimis- ja opetuskäyttöä varten, vaan se palvelee luokkahuoneen ulkopuolisen maailman viestinnällisiä tarpeita. (S16)
- (15) Autenttinen oppimateriaali vieraiden kielten opetuksessa käsittääkseni tarkoittaa materiaalia, joka olisi olemassa muutenkin kuin vain opetustarkoituksessa. Sillä on jokin muu alkuperäinen tehtävä kuin kielenopetuksellinen. Esimerkiksi tekstit, joita käytetään, ovat aidosti julkaistuja tekstejä esim. sanomalehdistä, kirjoista, laulujen sanoja, runoja. (S30)
- (16) Autenttinen oppimateriaali vieraiden kielten opetuksessa on mielestäni materiaalia, joka on mahdollisimman aidosta vieraskielisestä lähteestä peräisin tai ainakin parhaansa mukaan jäljittelee sellaista. Toisin sanoen autenttinen oppimateriaali ei ole oppikirjatyöryhmän työstämää keinotekoista tehtävämateriaalia, vaan kohdeympäristöstä kotoisin olevaa arkielämän materiaalia, jolla oikeasti on ei-kielellinen funktio. (S68)

Furthermore, learning material was accredited authenticity if it was taken from the original context and used in the FL classroom in its original form and structure, without any modifications or editing. A great deal of attention and importance was given to the unchanged form of authentic material, which is evident in examples 17-19 below.

- (17) Ei muokattu mitenkään oppituntikäyttöön erikseen. (T19)
- (18) Muuttumatonta, korjaamatonta, muokkaamatonta materiaalia esim. kohdemaan lehdistä tai mainoksista. (T50)
- (19) Autenttisen materiaalin synnyssä ei ole otettu huomioon sen soveltumista opetuskäyttöön, eikä sitä ole muokattu opetuskäyttöön sopivaksi. (S47)

However, concerns were voiced regarding how the authenticity of materials might be affected by transporting the material to the language classroom. One participant (see example 20) rather bluntly states that authentic material is never authentic once it is transferred from its original environment into the language classroom and used in FL learning and teaching. Furthermore, as is expressed in example 21, the way the material is put to use can also have an effect preserving the authenticity of the material.

- (20) Toisaalta autenttisen oppimateriaalin käsite on hankala, koska kun jokin teksti siirretään omasta kontekstistaan toiseen, esimerkiksi matkaesite kaupungin infotiskiltä luokkahuoneeseen, se menettää osan autenttisuudestaan. Luokkahuonekonteksti ei siis voi tarjota täysin autenttista materiaalia koskaan. Toisin sanoen autenttinen oppimateriaali ei koskaan ole autenttista luokkahuoneen oppimistilanteessa.” (S29)
- (21) Osa tutkijoista on sitä mieltä, että autenttinenkin materiaali muuttuu epäautenttiseksi, kun se tuodaan koululuokkaan, jossa se ei enää ole alkuperäisessä kontekstissaan. Tämä pitää paikkansa ainakin siinä mielessä, että esimerkiksi lehtiartikkelia luetaan hyvin eri tavalla vapaa-ajalla ja kielten tunnilla, jossa sanavalintoja, rakenteita yms. syynätään usein paljon tarkemmin. (S26)

Secondly, the participants seemed to perceive authentic learning material as *real and natural*. The real and natural nature of authentic material was mentioned by 53 out of a total of 76 student participants (69.3 %), and by 46 teachers, which is nearly half of the total number of participants (46.1 %). The concrete words ‘aito’ (real) and ‘luonnollinen’ (natural) occurred in the responses frequently. The characteristics were used to refer to texts and other material that have a strong connection to the real-world, both in terms of content as well as linguistic form, as well as the way the piece of text produced or speech uttered. In addition, the trueness of the material was perceived as a

contributor to how easy it is for the learner to relate to the learning material, and whether the material feels believable or not. This view is expressed in example 22.

- (22) Omasta näkökulmasta autenttinen voisi todella olla autenttista; on kamalaa jos kuvassa on nuori henkilö/julkkis, ja levyllä puhuu 50 v. henkilö. Ei uskottavaa! (T44)

Relatable and interesting material has the potential to be *motivating and meaningful*, and authentic learning materials were defined as materials that possess these characteristics. Examples 23-28 illustrate the participants' views regarding the importance of the learners' positive perception and reaction to the material.

- (23) Autenttinen materiaali on merkityksellistä ja aitoa oppilaalle. (S50)
- (24) Oppilaiden näkökulmasta aito materiaali on varmastikin hyvin mielenkiintoista verrattuna peruskielten tuntiin, jossa työskennellään heitä varta vasten keksityn materiaalin parissa. Autenttisella oppimateriaalilla voi siis olla hyvinkin motivoiva vaikutus oppilaisiin ja se voi rohkaista heitä itse hakemaan erilaisia kontakteja kohdekielellä. (S41)
- (25) Autenttisuuteen liittyy kiinteästi kokeminen: oppimateriaali on autenttinen kun oppilaat kokevat sen aidoksi, mielekkääksi ja merkitykselliseksi ja hyväksyvät sen luokkahuonekäytön. (S10)
- (26) Merkityksellistä ja sopivaa materiaalia lukijalle. (T12)
- (27) Oppilaan näkökulmasta kiinnostavia aiheita. (T44)
- (28) Kiinnostavaa, motivoivaa, aitoa, luonnollista, muokkaamatonta ja vaikeustasoltaan sopivaa. Apua motivaatio-ongelmiin, oppilas esim. etsii netistä oman kiinnostavan tekstin. (T45)

The motivational and meaningful nature of the learning material occurred in the responses of 20 students (26.3 %), and 6 teachers (11.5 %). Fourthly, a number of participants perceived authentic learning material as material that is *produced by a native speaker* of the target language. In the context of the present study, native speaker production may refer to written material, but also to a spoken form.

- (29) Materiaaleja, jotka ovat lähinnä äidinkielenään tai ensimmäisenä kielenään vierasta opetettavaa kieltä puhuvan ihmisen tuotoksia. (T19)
- (30) Natiivi kieltenpuhujien laatimia. (T41)
- (31) Autenttisuuteen pyrkivän oppimateriaalin tunnusmerkki on mielestäni se, että materiaali on jollain tavalla kytköksissä vierasta kieltä puhuvaan yhteisöön. Näin äkkiä ajateltuna näen kaksi mahdollisuutta toteuttaa tämän: joko

oppimateriaalin on tuottanut vieraskielisen yhteisön jäsen/jäsenet, tai sitten kieltä oppiva opiskelija käyttää omaa vieraskielistä tuotostaan vieraskielisessä yhteisössä. (S18)

- (32) Autenttisella oppimateriaalilla tarkoitetaan natiivien tai kieltä arkielämässään käyttävien tuottamaa teksti-, kuuntelu-, multimediamateriaalia, jota ei ole tarkoitettu ensisijaisesti opetusmateriaaliksi, vaan se on syntynyt kommunikointitilanteissa kohdekulttuurin sisällä tai muiden kulttuurien välillä. (S73)

As can be seen from the examples, native-speaker visitors providing concrete audio stimuli are emphasised above the native-speaker involvement in the production of written materials. Furthermore, the importance of being in contact with native-speakers of the target language is clearly visible in the participants' responses. Examples 33-34 illustrate the teachers' views on the matter, and examples 35-37 focus on the students' perceptions.

- (33) Henkilö tai aito yhteys natiiviin. (T29)

- (34) Oppilaan itse valitsemaa materiaalia, joka on oppilaan omaan tarkoitukseen. (T50)

- (35) Autenttinen oppimateriaali vieraiden kielten tunnilla voi olla myös kohdekielinen henkilö ja hänen tuotoksensa: kohdekieltä äidinkielenään puhuva voi vierailulla luokassa, oppilaat voivat kysyä häneltä kysymyksiä, oppilaat voivat myös pitää kohdekieliseen henkilöön yhteyttä kirjeiden tai sähköpostin välityksellä. Täten oppilaat saavat myös suoran kosketuksen aitoon kohdekieleen ja oppimiseen tulee mukaan kokemuksellisuutta. (S12)

- (36) Autenttiseksi oppimateriaaliksi voi ymmärtää myös kontaktit natiivien kanssa (kirjeenvaihto, verkon kautta) sekä erilaiset vierailut eri kulttuureista tulevien kesken. (S25)

- (37) Itse haettu ja koettu tieto on autenttisempaa kuin mikään oppikirjan valmis lehtileike. Luonnollisesti kohdemaassa vierailu olisi autenttisempaa kuin mikään muu, mutta mahdollisuuksien ollessa rajalliset, autenttisuus toteutuu myös kekseliäiden oppilaiden ja opettajien yhteistyössä. (S40)

Particularly the students placed value on *personal contact* as a characteristic or a requirement for authentic learning materials. The contact may be it in the form of a visit to the target language country or conversing with a native speaker either in writing or orally. Nonetheless, the learner plays an active part in both the creation of the authentic learning material and task, as well as actively participating in the task itself. Out of a total of 76 participants, 31 students (40.8 %) perceived the term authentic learning material as the learner's *personal contact* with the language. By contrast, 3 teacher

participants (5.8 %), out of a total of 52, referred to *personal contact* as a feature of authentic learning materials, thus making the occurrence of this particular characteristic significantly rarer in the teacher data.

Some participants viewed the *learner's personal output* as authentic material. The learner's own utterances and conversation snippets, as well as written texts are all seen as authentic. Moreover, by regarding the learner's personal output as authentic material, authenticity becomes more approachable and achievable, and in a manner 'ever present'. The participants' views are illustrated further with examples 38-41.

- (38) Oppilaiden omat tuotokset ovat myös autenttista materiaalia. (S3)
- (39) On olemassa myös autenttista materiaalia, jota oppilaat voivat itse tuottaa tunnilla. Tällöin tehtävä itse ei välttämättä ole autenttinen, mutta sen tuotos on. (S54)
- (40) Myös opettajan ja oppilaiden tuottama kohdekielinen materiaali (puhe, teksti jne.) on mielestäni autenttista. (S6)
- (41) Opiskelijoiden itse tuottamat tekstit tai puhe. (T16)

Out of a total of 76 student participants, 12 (15.8 %) referenced to *personal output* in their answers, and the characteristic appeared in the answers of four (7.7 %) teacher participants.

In the present study, authentic learning materials were characterised based on their orientation or content as well. *Cultural* and *communicative orientation* of materials was considered a feature of authentic learning material. This view is demonstrated in more detail in the following examples 42-47.

- (42) Linkittyy vahvasti opiskeltavan kielen kulttuuriin ja unohtaa mahdollisimman paljon kielen oppimisen itseisarvona. (S7)
- (43) Kielen käyttäjien tulisi osata kielellisen taidon lisäksi myös kulttuurillisia ja tilannesidonnaisia asioita, joiden oppimista autenttinen materiaali varmasti edestauttaa. (S48). (T27)
- (44) Materiaalin tarkoitus on viestiä. (T20)
- (45) Oppimateriaalia, joka on tuotettu tarpeeseen ja jonka avulla viesti välitetään perille
- (46) Autenttista oppimateriaalia ei ole tuotettu suomalaista luokkahuonetta varten. Se on natiivipuhujien toimesta syntynyt teksti/äänite/video/nettisivu/mainos/mikä tahansa, jonka tehtävä on toimia

heidän kulttuurissaan kommunikointivälineenä tai vaikkapa itseilmaisun kanavana. (S36)

- (47) Autenttisisessa oppimateriaalissa ei keskitytä ensisijaisesti kielen oppimiseen vaan kieltä tuodaan esille tilannesimulaation ja kulloinkin käsillä olevan oppilaalle mielenkiintoisen/hyödyllisen asian hoitamisen yhteydessä, vaivihkaa (lipun osto, kaupassakäynti, mielipiteen ilmaisu). (S73)

A quarter of the students, 20 people (26.3 %) to be exact, considered authentic learning material as material that had a strong *cultural content* or connection. In other words, as examples 42-43 illustrate, material that conveys cultural knowledge and information of the target language culture is perceived as authentic. This characteristic did not appear in the teacher data, at least not in such a clear form. Additionally, authentic learning material was defined as *communicatively* oriented by 17 students (22.4 %) and 4 teachers (7.7 %). The comments seemed to promote material that has a purpose other than improving the learner's grammatical competence. Moreover, the focus is on communication and skills required in the real world rather than linguistic and grammatical accuracy, as examples 44-47 illustrate.

To sum up, the findings indicate that the participants' understanding of *authentic learning materials* is relatively varied and versatile. Certain characteristics were, however, mentioned by both the majority of the teacher and student participants. Particularly source authenticity and the natural and real nature of the material were deemed features of *authentic learning material*, and this unanimity suggests that both the teachers and students participating in the study shared a similar understanding of what is meant by *authentic learning material* in the FL learning and teaching context. There were, however, some dissimilarities between the two participant groups' definitions. The differences, as well as the comparison of the findings with the existing views on authenticity will be discussed in more detail in Chapter 7. Next, the final set of findings regarding *authentic learning materials* is introduced.

6.1.3 FL teachers' frequency of *authentic material* use

This section answers the sub-question regarding how often the FL teachers participating in the present study personally use *authentic learning materials* whilst teaching. Again, the teachers were asked to choose one of the following answer alternatives: *yes, as often as possible*, *sometimes* and *no*. Additionally, they were given the chance to give reasons for their answer. The answers are presented in percentages in Figure 2.

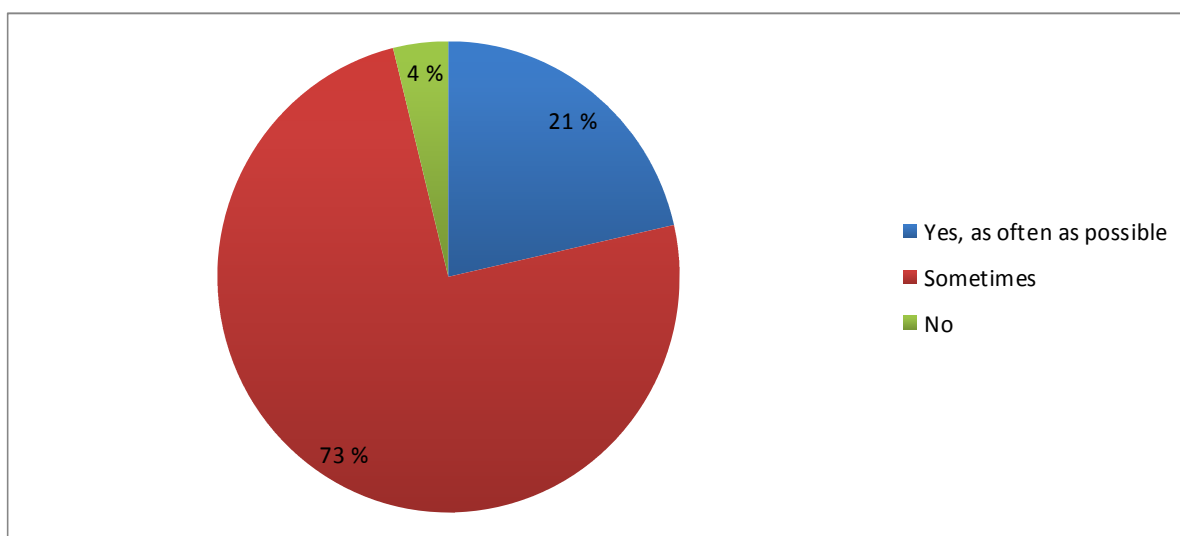


Figure 2. The frequency of authentic material use (presented in percentages).

The clear majority of the participants, that is 38 people (73 %) out of a total of 52, chose the “middle ground” option, in other words, *sometimes*. *Yes, as often as possible* was the answer of choice of 12 participants (21 %), and only two people (4 %) stated that they do not utilise authentic learning materials in their teaching. Both of the participants clarified their responses by stating the two fairly different explanations.

- (48) Aikuislinjalla niin vähän tunteja, että oppikirjan ulkopuolisiin asioihin peruskursseilla ei ole aikaa. Syventäviin kursseihin autenttista materiaalia, vaikka englannin oppikirjojen tekstit ovat yleensä jo autenttisia (artikkeleita lehdistä yms.) (T21)
- (49) Aloitin vasta, mutta aikomuksena on käyttää. (T32)

In Example 5 the participant views authentic learning material as something that is not included in the textbook, and due to lack of time, they cannot be incorporated in the basic course curricula. Additionally, the participant comments that authentic material

may be used in advanced level courses, even though English language course books already largely incorporate authentic texts (e.g. magazine articles). In addition to the previous two comments, six participants clarified their answers.

- (50) Opetuksen tukena mahdollisimman usein. Aika kuitenkin rajallista, lukion englannin oppikirjat varsin hyviä (T20)
- (51) Ei aikaa, työlästä (T22)
- (52) Materiaalin valmistamisesta paljon lisätyötä ja tunnit eivät riitä. Nykynuoriso ei tee kotona valmisteluja (T45)
- (53) Käytännössä en kovinkaan usein, mutta luokassani käy paljon vierailijoita, natiivipuhujia. Pitää ehtiä kurssit ja aihepiirit ja abeille selittää aineitten virheet ja ohjeilla ja valmentaa yo-kokeisiin. Luokat liian isoja (T47)
- (54) 1 soveltava kurssi vallan autenttisilla matskuilla, normikursseilla ei juuri ehdi (T49)
- (55) Lukiossa hyvin vähän aikaa kirjan ulkopuolisiin toimiin ja peruskoululaisten sanavarasto ei riitä (T52)

Time constraint issues are clearly expressed in each of the comments. The use of *authentic learning material* seems to be viewed as something additional and not standardised that is normally not a part of the language learning curricula. Examples 10 and 11 illustrate the view further by mentioning the necessity to fulfil the course curricula, as well as meeting the requirements of the matriculation examination, and thus not having time for other matters. It seems there is a very strong reliance on text books in a sense that they are considered to be fairly good material-wise (see example 7) especially in the more advanced level. Moreover, the teachers' comments seem to suggest that the utilisation of authentic materials requires a great deal of extra time and effort on behalf of the teacher, and in consequence these types of 'supplementary' tasks are often left out. Next, the focus is shifted to authentic learning in section 6.2.

6.2 AUTHENTIC LEARNING

In this section the focus is on *authentic learning*, and the findings are presented in the following order: firstly, the teachers' familiarity with the term authentic learning is presented (section 6.2.1); secondly, the teachers and students' definitions of authentic learning are introduced (section 6.2.2); and lastly, the teachers' views on the importance of authentic learning in foreign language education are reported (section 6.2.3). This section provides answers to the second research question, and its sub-questions (see 5.1).

6.2.1 FL teachers' familiarity of the term *authentic learning*

The first question in the teacher questionnaire's third section aimed to find out how familiar the teachers were already with authentic learning. The teachers were instructed to choose one of three answer alternatives that best described whether they were familiar with the term authentic learning. The alternatives were; *yes*, *to an extent* and *no*. The summarised results are reported in percentages in Figure 3.

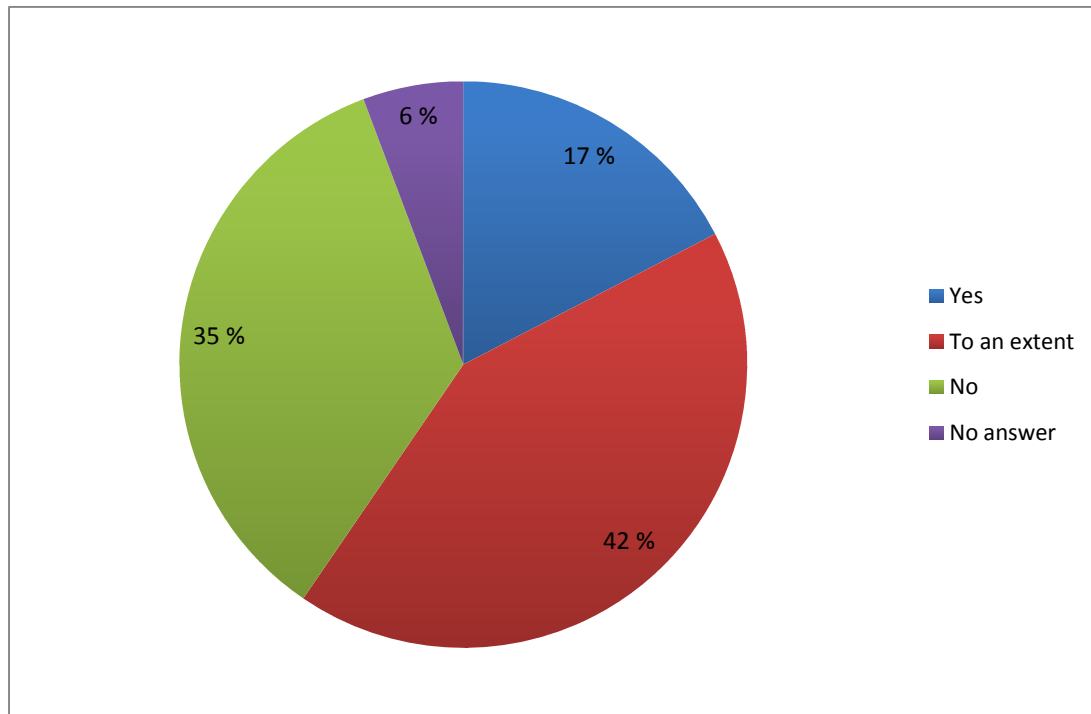


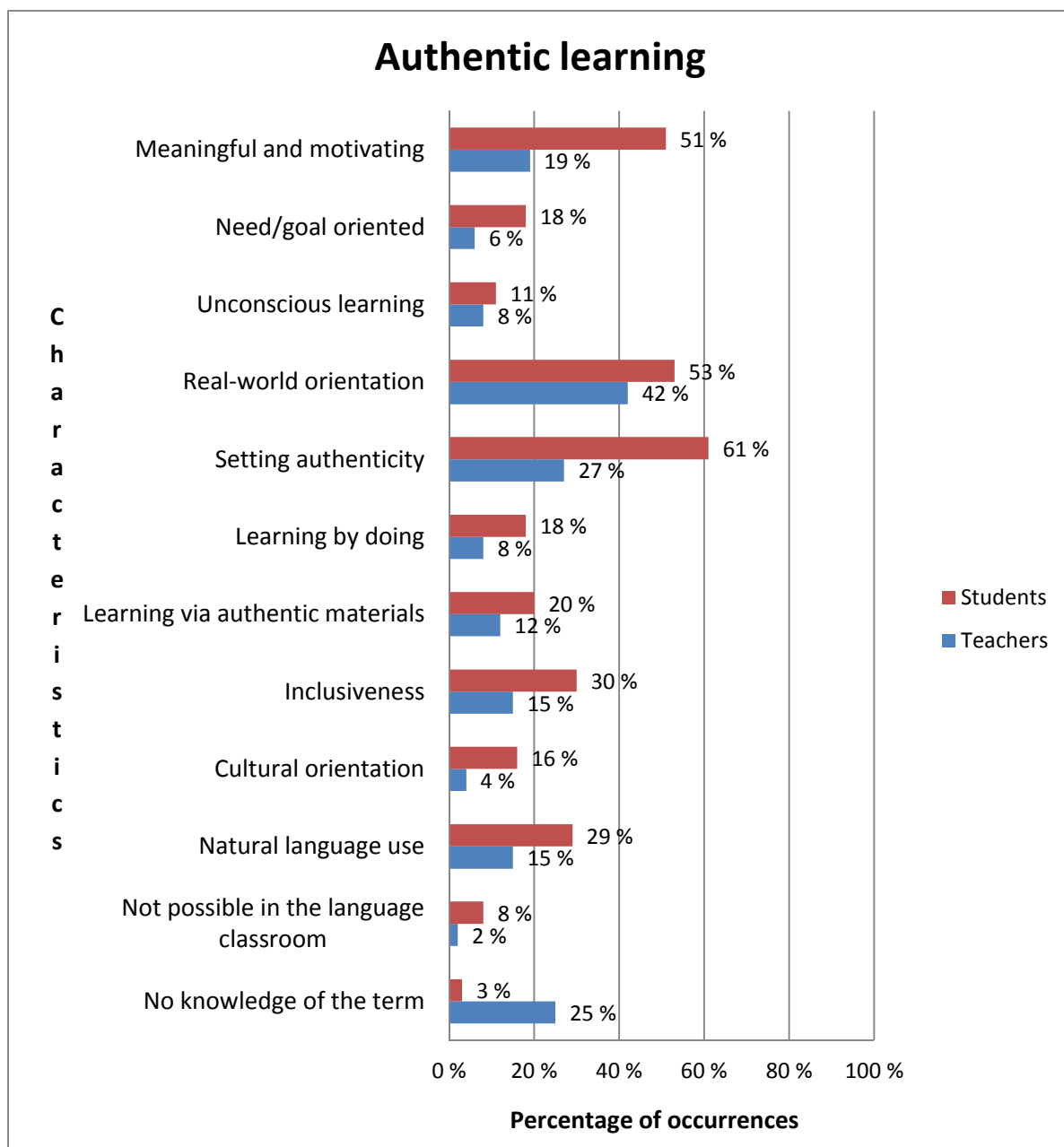
Figure 3. The level of familiarity of the term *authentic learning* (presented in percentages)

As opposed to the noticeable number of participants, 39 people (75 %) to be exact, stating that they were familiar with the term *authentic learning materials*, nine people (17.3 %) out of the total of 52 now chose the *yes* alternative. Nearly half of the participants, that is 22 people (42.3 %), stated that they were familiar with the term *to an extent*, and 18 participants (34.6 %) expressed that they did not have prior knowledge of the term. Additionally, five participants (5.8 %) did not choose any of the alternatives.

6.2.2 Definitions of *authentic learning*

The main focus of the final sections of both the teacher and student questionnaires was to find out the participants' personal definitions for authentic learning in the context of foreign language education. The participants were asked to reveal how they define authentic learning, as well as to provide examples. At the data analysis stage of the present study, twelve reoccurring themes emerged when going through the participant responses. The definitions are presented in Table 5. Moreover, examples in the form of extracts from the data are given for each characteristic. In addition, Table 5 provides an overview of the 'popularity' of each characteristic, by frequency of occurrence in the data.

Table 5. The teachers and students' characterisation of *authentic learning materials* (presented in percentages).



The characteristic that was frequently mentioned in both the teacher and student data, was the presence of a strong *real world orientation* in the learning process. In one form or another, this particular definition appeared in a little over a half, 40 out of a total of 76 (52.6 %), of the student data responses, and in 22 of the teacher participants' responses (42.3 %). Real world orientation refers to language use and learning that takes place in a real or real-life-like setting, and aims to provide the learner with as real-life-like language competence as possible. The following examples 56-63 illustrate the matter further.

- (56) Kieltä opitaan käyttämään tilanteissa, jotka ovat niin lähellä reaalielämän tilanteita kuin kouluympäristössä on mahdollista. (T25)
- (57) Elämää varten, ei koulua varten. (T48)
- (58) Kielenkäyttöä todellisissa (=luokkahuoneen ulkopuolisissa) tilanteissa. Esim. skype, s-posti tms. välityksellä. (T32)
- (59) Mahdollisimman aitoja, todellisia kielenkäyttötilanteita opetuksessa. Esim. nettivaraukset, ajankohtaiset artikkelit, yhteistyöprojektit vieraalla kielellä. Kieli kommunikaation välineenä kuunnellessa, puhuessa, kirjoittaessa, lukiessa. (T51)
- (60) Korostaa vieraiden kielten merkitystä tosi elämän tilanteissa. Tosi elämää jäljittelevää aitoa ja hyödyllistä oppimista. Käytännönläheistä. (S14)
- (61) Oppimista aidoissa kohdekielisissä kielenkäyttötilanteissa. Luokkahuoneessa pyritään luomaan tosielämää vastaavia tilanteita, joissa oppilaat oppivat ilmaisemaan itseään kohdekielellä tilanteen ja kohdekulttuurin vaatimalla tavalla. (S42)
- (62) Koulun ulkopuolella tapahtuvan kielenkäytön kannalta merkityksellistä. Tosi elämän tilanteisiin harjoittelua ja valmistautumista. (S23)
- (63) Asioiden oppimista ei vain oppimisen ja opiskelun vuoksi vaan elämää varten. Oppiminen liitetään selkeästi tosielämän tarpeisiin ja vaatimuksiin. (S30)

The responses illustrated in the examples emphasise the importance of learning a language that can be utilised in the real world, instead of providing the learners with language skills that are applicable merely in the language classroom. Moreover, a similar emphasis of real-world language skills can be witnessed in the students' statement as well. The strong connection between real-world language use needs and authentic learning is visible in the responses (see examples 60-63). Learning that results in acquiring and absorbing knowledge the learner can use, and that is necessary in the real-world, is perceived as authentic learning. The comments make a distinction between 'real' language needs and language components that are often emphasised in FL learning and teaching.

Motivation and meaningfulness are often attached to the idea of authenticity in FL learning. In the present study both the teacher and student participants described authentic learning as a process that is motivating for the learner on a personal level. If the learner finds the topic, materials, and the entire learning process meaningful and

motivating, authentic learning may take place. Examples 64-69 illustrate the occurrences of motivation and meaningfulness occurred in the participant responses.

- (64) Motivaatio lähtee oppijasta itsestään, ei vain ulkopuolisesta pakosta. (T2)
- (65) Oppiminen ja opiskelu tapahtuu mahdollisimman aidossa kontekstissa, esim. oppijan harrastuksen hyödyntäminen tekstivalinnassa jne. Motivoi opiskelijaa. (T1)
- (66) Oppilaan omien kokemusten hyödyntäminen. Yhdistää oppimaan oman arjen oppimiseen (i.e. lomamatkat + nettisurffailu). Motivoivaa. (S7)
- (67) Mielekästä ja motivoivaa, elävöittää opetusta. (S13)
- (68) Kokemuksellista eli oppijasta itsestään lähtevää. Mielekästä ja motivoivaa. (S49)
- (69) Oppija itse kokee jotain ja rakentaa sitä kautta oppimistaan. Merkityksellistä. (S58)

In the present study these definitions occurred in half of the student data, as they were mentioned by 40 (52.6 %) out of a total of 76 participants. In the teacher data they were referred to by 10 participants (19.2 %). Furthermore, the *learner's active role* in the learning process was one of the definitions for *authentic learning* evident in the data. Examples 70-76 demonstrate the participants' understanding of learner participation in the material selection and the learning process as a whole.

- (70) Opitaan jotakin vieraasta kulttuurista tai kielestä itse näetyn, koetun, luetun, kuullun tai jopa itse kirjoitetun pohjalta. (T29)
- (71) Henkilökohtaisesti merkityksellisiä oppimistoimintoja ja oppija kokee itse olevansa toimija ja tekijä. (S10)
- (72) Perustuu oppijan omakohtaiseen kokemukseen, jonka kautta saavutetaan syväoppimista. Yhteistoiminnallista ja kulttuurienvälistä, ja dialogisuus vahvasti läsnä. Henkilökohtaisia tai virtuaalisia kohtaamisia (esim. internet, keskustelupalstat). Vahvistaa oppijan identiteettiä ja ohjaa kohti monikulttuurisuutta. Kokonaisvaltaista oppimista, jossa oppija nähdään kognitiivisena, emotionaalisenä ja sosiaalisena olentona. (S31)
- (73) Oppimista, mitä tapahtuu koulun ulkopuolellakin; ajatuksia ja mielipiteitä tekstistä, kielioppitreenauksen sijaan. Oppilas aktiivisesti tekemisissä kielen ja oman oppimisensa kanssa. (S32)
- (74) Kieli liitetään oppilaan elämään ja nykypäivään. Tärkeää on nimenomaan, että oppilas pohtii, ymmärtää ja tekee itse, eikä niin, että hänelle annetaan valmiita vastauksia. (S40)
- (75) Oppija oppimistilanteessa täysillä mukana. Oppija saanut itse vaikuttaa oppimiseensa ja opetukseen esim. materiaalivalinnassa. Autenttinen oppiminen

tarkoittaa oppimista, jonka oppija on itse pannut alulle, ja johon oppija on saanut vaikuttaa. Tapahtuu monesti koulun ulkopuolella esim. oleskelu kohdekielisessä kulttuurissa. (S50)

- (76) Keskiössä kognitiivinen, ajatteleva ja älykäs oppilas, joka omalla panoksellaan vaikuttaa oppimistulokseensa. Itseohjautuvaa, opettajajohtoisesta osallistuvaan. (S66)

Out of a total of 76 student participants, 23 people (30.3 %) reported perceiving the term *authentic learning* as a process that requires active learner participation, in other words, *inclusiveness*. Learner participation was mentioned by 8 teachers (15.3 %) out of a total of 52 participants. Fourthly, learning was accredited authenticity if it was *need- and goal-oriented*, as well as *culturally oriented*. In other words, the learning process should aim to cater to the learner's needs and help the learner accomplish specific tasks and goals. In addition, in order to deepen the FL learning process the focus should also be put on cultural knowledge of the target language. Examples 77-81 illustrate the views further.

- (77) Aito oppimistilanne, jossa oppijalla on tarve oppia ja oppiminen on tarkoituksenhenkistä. Esim. vaihto-oppilaana olo. (T5)
- (78) Opiskelija käyttää kieltä välineenä esim. viestimällä. Tarkoituksena ei ole kieli itsessään, vaan se on keino + väline. Oppiminen syntyy tarpeesta. (T10)
- (79) Oppilaan omat kokemukset kyseisestä kielestä ja kulttuurista. Oppija kohtaa kohdemaan kulttuuria ja oppii ymmärtämään sitä. (S13)
- (80) Kokonaisvaltaista, ei rajoitu pelkkään koulukontekstiin. Oppija pyrkii omaksumaan asioita myös koulun ulkopuolella, syväoppimista. Vieraiden kielten opetuksen asiat jäsentyvät eivätkä jää irrallisiksi osiksi. Oppija saa hyvän kuvan kohdekielestä ja kulttuurista. (S25)
- (81) Kielen oppija oppii käyttämään kieltä kohdekielen vaatimassa sosiaalisessa kontekstissa. Tavoitteena autenttisen kielenkäytön nyanssien hallitseminen, ja kohdekielen kulttuurin tuntemus, ei koulukielen oppiminen. (S57)

As the examples demonstrate, *authentic learning* is perceived as learning that aims for, and consequently results in, the learner acquiring skills that can be utilised in concrete and real language use situations. Authentic learning was defined as *need-or goal-oriented* learning by 3 teachers (5.8 %) and 14 students (18.4 %). The occurrence frequencies remained fairly similar regarding the cultural orientation of the learning process; mentioned by 2 teachers (3.8 %) and 12 students (15.8 %).

Fifthly, authentic learning was described as *unconscious*, as opposed to, for example, memorising linguistic rules and patterns. As can be seen from examples 84-85, *authentic learning* is compared to language acquisition, in which a language is learned, or moreover acquired, somewhat effortlessly and naturally.

- (82) Oppiminen esim. verkossa kirjoja/lehtiä lukemalla. Altistumista ja kommunikointia ”luonnollisille” kommunikaatio/input-tilanteille. Ei varsinaisen tietoisesta opetuksen tuote, vaan suotava ”sivutuotos” ja sinällään myös päämäärä. Ei johdu esim. tietoisesta ja tietyllä tavalla etenevästä kieliopin opetuksesta. (T11)
- (83) Enemmän ”language acquisition” tyyppistä opiskelua kun opettajan katedriopetusta ja enemmän pragmaattisuuteen suuntautuvaa ja opiskelijat huomioon ottavaa. (T48)
- (84) Pyrkimys auttaa oppilaita oppimaan kieltä tavalla, jolla äidinkieli on aikanaan opittu. (S32)
- (85) Vuorovaikutuksellista, viestinnällistä ja tavoitteellista oppimista. Oppimisen tulisi olla enemmän omaksumista. (S53)

The naturalness of the learning process is supported further by views of *natural and free language use* as a characteristic of authentic learning. In other words, promoting communicative language use and laying less emphasis on grammatical accuracy. Examples 86-87 demonstrate the participants’ views on the matter.

- (86) Asioiden oppimista, joita voi käyttää vieraassa kulttuurissa ja tulla toimeen kohdemaan kielellä. Ei virheetöntä natiivin kaltaista kielenkäyttöä, paino kulttuurintuntemuksessa. (S17)
- (87) Oppimista aidoissa kohdekielisissä kielenkäyttötilanteissa. Luokkahuoneessa pyritään luomaan tosielämää vastaavia tilanteita, joissa oppilaat oppivat ilmaisemaan itseään kohdekielellä ja kohdekulttuurin vaatimalla tavalla. Pääpaino kielen käytöllä ja ymmärretyksi tulemisella, ei virheettömyydellä. (S42)

In addition, the types of tasks used in the learning process were specified by the participants in the context of authentic learning. *Learning by doing*, in other words, tasks that require active participation and include, for example, creativity and role play, were deemed as features of authentic learning by 14 students (18.4 %) and 4 teachers (7.7 %).

- (88) Tekemällä oppimista. Kielen käyttöä autenttisissa tilanteissa lähtien kielen käyttötarkoituksesta ja laajentuen sitä suuremmaksi kokonaisuudeksi. (T15)

- (89) Siis asian ymmärtäminen kommunikaation kautta, toiminnan kautta. Esim. haastattelutilanne, roolin ottaminen, näyttelemine. (T37)
- (90) Ei mekaanista oppimista luokkahuoneessa kielioppia ja sanastoa opetellen. Tavoitteena monipuolinen kielitaito, joka auttaa pärjäämään todellisissa arjen tilanteissa luokkahuoneen ulkopuolella. Tapahtuu vuorovaikutuksessa muiden kanssa. (S38)

Additionally, *authentic learning* was also described as learning with *authentic learning materials*. By presenting the learners with materials that are perceived as authentic, authentic learning will presumably take place.

- (91) Pohjautuu pitkälti autenttisiin oppimateriaaleihin. Tavoitteena, että oppilas oppii mahdollisimman tehokkaasti ja ymmärrettävästi käyttämään kohdekieltä. (S72)
- (92) Oppimista autenttisen materiaalin pohjalta; lukevat lehtiä, katsovat tv-sarjoja/dokumentteja. Kielen käyttöä aidoissa tilanteissa. Kommunikointi natiivin kanssa. (S33)
- (93) Opetuksessa käytetään autenttisia oppimateriaaleja. Oppikirjaa ei painoteta liikaa, eivätkä ne aseta rajoitteita oppimistilanteille. (S2)
- (94) Opitaan autenttisten materiaalien avulla viestimään ja toimimaan autenttisesti (aidossa) ympäristössä. (T46)

This view of authentic learning was mentioned by 15 students (19.7 %) and 6 teachers (11.5 %). In addition, the actual setting in which the learning takes place, as well as the people the learner converses with, were deemed fairly important regarding the authenticity of the learning process. The teachers did not place as much importance on *setting authenticity*, as it was mentioned by 14 participants (26.9 %). Amongst the students, however, spending time in the target language country being surrounded by the target language and culture was perceived as an important characteristic of authentic learning. This is rather evident since setting authenticity was mentioned by 46 (60.5 %) out of a total of 76 students participants.

The described setting differs greatly from the standard FL learning environment, in other words, the language classroom, and thus proposes certain problems regarding authenticity in the FL classroom. This conundrum was voiced even more clearly by both the teacher and student participants, who expressed doubts regarding the actual possibility of authentic learning occurring in a language classroom at all. Examples 95-98 illustrate the participants' view that the language classroom is somehow separate

from the real world, and thus there will always be a sense of ‘pretend’ in the way a language is learned and taught in the FL education environment.

- (95) Voimme pyrkiä “tosi elämää” muistuttaviin tilanteisiin, mutta tietty “teeskentelyn” taso säilyy kouluopetuksessa. (T51)
- (96) Kontaktit natiivien kanssa ja ystävyyskoulutoiminta, ja aidot arkielämän käyttötilanteet; ei keinotekoisesti luokassa luotuja. Suomessa autenttisia kielenoppimistilanteita täytyy tarkoituksella hakea. (S69)
- (97) Autenttista oppimista on siis kaikki se, mitä oppilaat oppivat ”oikeassa elämässä” keskustelemalla, kokemalla ja usein tiedostamatta. En oikein osaa sijoittaa autenttista oppimista luokkahuoneeseen, mutta luulen sen olevan mahdollista etenkin, jos opettaja käyttää paljon aitoa kieltä opettaessaan. (S52)
- (98) Todellinen autenttisuus vieraan kielen opiskelussa mahdollista ainoastaan vuorovaikutuksessa vierasta kieltä käyttävän yhteisön kanssa. Vieraiden kielten opetus on lähtökohtaisesti jotain epäautenttista. Ei johdu siitä, että opetus tapahtuu (useimmiten) luokkahuoneessa, tai siksi, että kyse on tietoisesta oppimisesta niin sanotun omaksumisen sijaan. Opetus on epäautenttista silloin, jos se tapahtuu vierasta kieltä käyttävän yhteisön ulkopuolella. Mieluummin ”autenttisuuteen pyrkivä opetus”. (S18)
- (99) Onko mikään oppiminen autenttista FL-opetuksessa, tai etteikö kaikkea oppimista voitaisi pitää autenttisenä, koska näin oppimista yleensä tapahtuu institutionaalisissa oppimisympäristöissä, jolloin sitä voidaan pitää yhtä autenttisenä kuin kaikkia muita ihmiselämän osa-alueita? (S23)
- (100) Onko esim. mikään luokkahuoneessa tuotettu puhe tai teksti autenttista, kun niiden kohde on suomalaisessa ympäristössä? Onko kaikki mitä tuottaa vieraalla kielellä autenttista, jos se on aidosti itse tuotettua? (S9)

Among the students, 6 people (7.9 %) reported this disbelief, and one (1.9 %) of the teachers voiced their concerns regarding the matter. These individuals expressed their hesitation about transferring true authentic learning into the language classroom relatively straightforwardly, as is evident from the examples.

Lastly, a quarter, 13 people (25 %), of the teachers stated frankly that they have no knowledge of the term *authentic learning*, and could therefore not provide a definition. Or, moreover, they felt that were not capable of doing so. By contrast, merely 2 (2.6 %) of the students expressed the same view. Interestingly, one particular teacher distinctly expressed a desire to learn more about authentic learning, because she/he was personally in a state in which the FL learning and teaching methods were utterly outdated (see example 105).

- (105) Opitaan tilanteesta, jossa ollaan esim. keskustelun avulla. Haluaisin oppia lisää, koska olen paraikaa tilassa, jossa näen kielenopetuksen jääneen museotilaan. (T17)

To conclude, the definitions for *authentic learning* spanned from fairly simplistic ‘learning with authentic materials’ to more detailed reflections taking into consideration the meaningfulness of the learning process, as well as the potential constraints set by the curricula and the classroom environment. Amongst the student participants, there seemed to be a consensus regarding the three main characteristics of *authentic learning*. The characteristics ‘meaningful and motivating’, ‘real-world orientation’ and ‘setting authenticity’ occurred in over half of the responses. By contrast, the teachers’ definitions were somewhat more scattered, and a quarter of the participants did not know what the term meant, and did not therefore provide an answer. Consequently, the findings seem to suggest that compared to FL teachers, the teacher students were more familiar with the concept of *authentic learning*. The findings are discussed further in Chapter 7, and any concurrence with existing views on the matter is examined. Next, however, the final set of findings concerning *authentic learning*, the teachers’ views on the importance of authentic learning to be exact, is presented in section 6.2.3

6.2.3 FL teachers’ views on the importance of *authentic learning* in FL teaching

The focus of the third question of the teacher questionnaire’s third section focused on how important the teachers perceived authentic learning in FL education. This particular question was only presented to the teacher participants since the student data was acquired earlier and by someone else. The question was a multiple-choice one, and the participants were asked to choose one of the following alternatives; *very important*, *fairly important*, *not very important* and *not at all important*. The results are introduced in percentages in Figure 4.

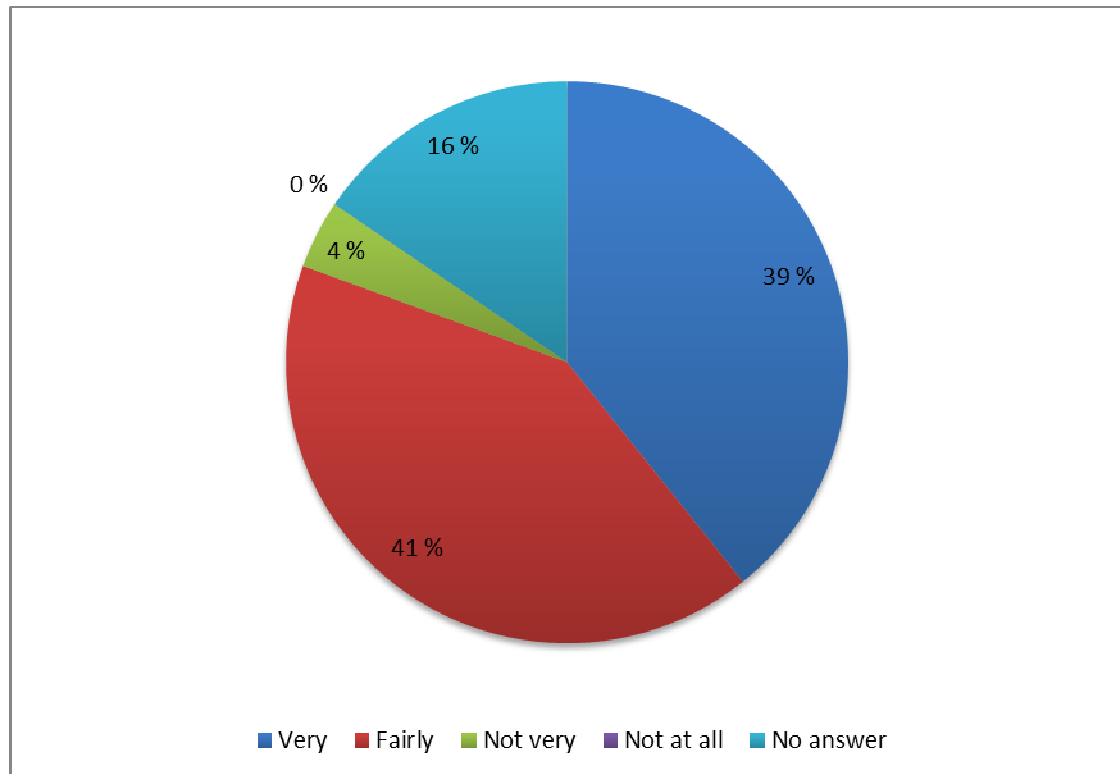


Figure 4. The teachers' views on the importance of *authentic learning* in FL learning and teaching (presented in percentages)

Out of a total of 52 teacher participants, 20 people (38 %) responded that they considered authentic learning to be very important in foreign language learning and teaching. A slightly larger group of 21 participants (40.3 %) regarded authentic learning as fairly important, only 2 people (3.8 %) as not very important, and not a single participant (0.0 %) considered authentic learning as not at all important. However, 8 participants (15.3 %) did not provide an answer to the question. Out of a total of 52 participants 42 people (82.7 %) provided comments explaining their choice of answers, whereas 9 participants did not comment. Authentic learning was deemed important due to the potential positive effects it may have on the learner's motivation level, and thus, the learning outcomes. Moreover, utilising authentic learning in the process of creating a passage between the language classroom and the real world, and the importance of real, communicative language use is emphasised significantly, as is evident from examples 102-108.

- (102) Materiaalista riippumatta, paras oppiminen syntyy tarpeesta ja motivaatiosta. Samalla opitaan ja käytetään myös muita taitoja ja tietoja, kuten mediakriittisyyttä yms. Omakohtaisuus on aina kaiken lähtökohta.

- (103) En näe tärkeänä, että kielestä opetetaan systemaattisesti sääntöjä. Oppilas oppii oman kiinnostuksen kautta, joka syntyy aidoissa mielenkiintoisissa tilanteissa ja kieltä käyttämällä. Oppilaslähtöisesti. (T9)
- (104) Tärkeää, että oppilas kokee kielen olevan väline, eikä vaan asia, jota ”leikitään” (jonka käyttöä leikitään) oppitunnilla. (T30)
- (105) Aina vain tärkeämpää nyky-yhteiskunnassa. Koulu ei saa olla erillinen saareke erossa muusta elämästä. Oppimisen pitäisi olla erittäin autenttista, ja kielten opiskelun välineaine. (T49)
- (106) Jossain vaiheessa varmasti välttämätöntä, koska koulussa tai ”ei paikan päällä” ei voi koskaan oppia sellaista kielenkäyttöä, jota oikeasti k.o. kielen maassa/eri tilanteissa jne. tarvitaan. Näin myös äidinkielessä. ”Kielisuihku”, esikoulu vieraalla kielellä varmaan antaa erittäin hyvän pohjan ja on autenttista oppimista. (T42)
- (107) Pidän tärkeänä, mutta aikaa on vähän oppitunnilla. Jos olisi lyhyen kielen suullinen kurssi, ehtisi ottaa ylimääräistä. (T45)
- (108) Kielen opiskelun tavoitteena on onnistunut kommunikaatio ja ”perille menevä viestintä”. Mahdotonta ilman autenttisuutta, ainakin hienoviritteisemmällä tasolla. Siis ei ”me Tarzan – you Jane”. (T11)

Furthermore, the question of suitability, and constraints set by the curricula were addressed in the comments. In Examples 113-115 the participants express their views in regard to authenticity in FL learning being useful merely with advanced students, since lack of language skills normally prevents the incorporation of authenticity in the learning process. One participant (see example 112) states that authentic learning is very important and motivating, but that it is challenging to incorporate in the classroom due to the dominating presence of the matriculation examination in upper-secondary school education.

- (109) Peruskoululaisten kielitaito ei vielä riitä, eikä aina lukiossakaan, tasoerot valtavia. Ammatillisella puolella olennaista, koska se palvelee jo työpaikallakin. (T52)
- (110) Lisää kiinnostusta kielen oppimiseen. Perusasiat oltava kunnossa ennen kuin siitä on suurtakaan apua. (T35)
- (111) Pääsee syvemmälle kiinni myös kulttuuriin ja siihen sidottuihin kielellisiin strategioihin. Mutta erittäin vaikea toteuttaa. Ei juuri kenellekään yläkoulu-lukioikäiselle mahdollista, jos ei suostu lähtemään vaihtoon, tai löydä niin suurta sisäistä tarvetta oppia (esim. parisuhde). Kielen oppii kokonaisuutena ei kouluopetuksen tarjoamina paloina. (T13)

- (112) Varsin merkittävää, että kieli liitetään käyttökontekstiin mieluiten käyttäjälähtöisesti. Motivoivaa. Hankalaa, koska yo-koe määrittää lukio-opetusta niin paljon. (T15)

Furthermore, out of the 42 comments, eight were statements of doubt regarding one's understanding the term authentic *learning*. The participants felt that the insufficient knowledge of the term prevented them from commenting on the issue. The following examples (113-118) exhibit the expressed doubts further.

- (113) Eipä osaa vastata kun ei tiedä mitä sen on. (T8)
- (114) En voi perustella, koska en tunne käsitteen tarkkaa määritelmää. (T12)
- (115) En ihan ole varma käsitteen sisällöstä. (T20)
- (116) En osaa perustella käsitettä tuntematta, mutta kaikki elävä kielitaito on hyvä asia. (T39)
- (117) Ei voi ottaa kantaa, kun ei tiedä, mitä tarkoitetaan. (T34)
- (118) Käsite on itselleni epäselvä, mutta asia vaikuttaa tärkeältä. (T43)

The participants' responses convey a sense of hesitation, but as example 116 illustrates, authentic learning is also associated with "living language", which presumably refers to language skills that can be used actively in the real world. In addition, despite not being certain of the meaning, one participant (see example 118) stated that the issue seems important. In comparison to *authentic learning materials*, the findings seem to indicate that there is a great deal more hesitance and uncertainty regarding the concept of *authentic learning*.

Next, the overall findings are discussed further, and certain similarities and dissimilarities between the two participant groups are highlighted. Furthermore, the FL teachers and teacher trainees' definitions of *authentic learning materials* and *authentic learning* are compared to the existing views and definitions presented in Chapter 2, in order to see if there is any concurrence or differences. Lastly, potential implications are considered, the discussion is concluded and suggestions for further research are proposed.

7 DISCUSSION AND CONCLUSION

The findings of the present study indicate that the FL teachers and teacher students' understanding of *authentic learning material* and *authentic learning* share a great deal of similarities with the existing definitions in FL education. To an extent this was, however, to be expected. One of the aims was to find out whether the FL teachers and teacher students' definitions settled more on the linguistic or pedagogical end of the authenticity spectrum. The findings suggest that the linguistic authenticity approach promoted by many (see van Lier 1996, Gilmore 2004, Mishan 2004) is widely adopted by the participants of the present study as well. The core characteristics of linguistic authenticity, such as being produced by native speakers for a native speaker audience in the target language country and culture; the non-edited nature of the material; as well as the communicative orientation, were very much present in the teachers and teacher students' responses.

However, some differences were detectable as well. Firstly, 41 % of the students defined *authentic learning materials* as entailing *personal contact* from the learner's part with the target language speaker or community. In contrast, merely 6 % of the teachers viewed this as a characteristic of authentic learning materials. It may be that the slightly younger generation of teacher students' perceive travelling and contact with other cultures and nationalities somewhat more common than the teacher participants. It is undeniable that blogs, games, discussion forums and social media have made communication across country and language borders an every-day event for many. Secondly, another interesting definition difference occurred in regard to the context of the authentic material. None of the teachers stated that authentic material should be culturally oriented, whereas 26 % of the students defined *authentic learning material* as material with a strong focus on the target language culture.

Furthermore, the definitions of *authentic learning* revealed certain similarities and differences between the two participant groups. Majority of both the teachers and the students defined authentic learning as learning that provides the learner with language skills she/he can use in the real world. In other words, authentic learning was understood as learning that has an irrefutably strong orientation towards the real world outside the FL classroom and school environment. The major difference between the teachers and teacher students' definition of authentic learning was the importance of the

motivational value and meaningfulness of the learning process. Meaningfulness is perceived as one of the core characteristics of authentic learning (Kaikkonen 2004), and to a great extent the students seemed to share this view. The teachers, on the other hand, placed less emphasis on the meaningfulness and motivating effects of the learning process. All in all, in comparison to the students' responses, the teachers' definitions of authentic learning were somewhat more scattered and less focused. This view is further supported by the fact that a quarter of the teachers' stated to have no knowledge of the term, and merely two students expressed a similar view.

In addition to the actual definitions of the terms, the participants' comments exposed useful information regarding their views of authenticity and FL learning and teaching on a general level. Interestingly, and rather alarmingly, authentic learning was also perceived by a number of participants as a process that requires an authentic setting to flourish, succeed, and to even occur in the first place. The FL classroom does not fit the criteria, and is therefore considered an unsuitable setting, thus making it practically impossible for *authentic learning* to occur. Similar doubts have been voiced by the likes of Widdowson (1998) and van Lier (1996) as well. It is suggested that bringing linguistically authentic learning materials into the FL classroom, the authenticity of the materials may be nullified entirely because of the inauthentic classroom environment. Widdowson (1998:708) argues that it is exceedingly challenging to even attempt creating an authentic learning experience amidst all the inauthenticity of a FL classroom. This view virtually precludes the existence of authenticity in a language classroom. Thus, the fact that the view is shared by current and future FL teachers, raises questions regarding the direction of towards which FL learning and teaching is heading. If a teacher perceives the existence of authenticity in a language classroom as impossible, surely it cannot then be expected that he/she would even attempt to bring authenticity into the classroom.

Authenticity has inarguably become a fairly attractive and current topic and in FL education. The general consensus seems to regard authenticity as a positive, rather than a negative when it comes to language learning and teaching. However, there is still a great deal of uncertainty circling authenticity, mainly due to the elusive and versatile nature of the concept. Researchers cannot seem to be able to come to an agreement about the definition and meaning of authenticity, be it the authenticity of learning materials or the learning process itself. This undecidedness may in fact influence the

way authenticity is perceived and moreover, welcomed by teacher communities. If the brightest minds of FL education and research cannot define authenticity in a manner that could be generally acknowledged and accepted, it must be a concept far too complex to understand, and let alone use in the classroom. These types of thoughts may manifest themselves as insecurity and hesitation, and consequently lead to teachers rejecting the concept of authenticity because they are not sure what it means, and how they could make use of it.

This uncertainty was clearly evident in the findings of the present study as well, particularly in regard to defining *authentic learning*, and chiefly amongst the teacher participants. A quarter of the teachers stated not knowing what the term means, and thus refused to give a definition. What if, instead of seeing the elusiveness and versatility of authenticity as a hindrance, it could be seen as richness and opportunity? Chavez's (1998) concept of different degrees of authenticity suggests that the different levels and types of authenticity could in fact coexist. This view might be extremely advantageous for both the learner and the teacher, since it would bring flexibility and versatility into the material selection process, work methods, as well as fit the needs of different types of learners better. One solution to the multidimensionality dilemma would perhaps be to embrace it, instead of perceiving it as a problem. Providing the teachers and teacher students with information about authenticity in all its glorious versatility, such as the linguistic and pedagogical approaches, and emphasising that there is no one correct definition, and that is perfectly acceptable. Embracing the versatility might make authenticity more approachable, and help remove the stigma of it being a somewhat separate entity from the standard FL classroom.

To an extent, the participants' definitions revealed an underlying, as well as a clearly visible perception of authenticity as 'something extra'. Either additional material taken from a linguistically authentic source and presented to the learners if the curricula and constraints set by the matriculation preparations allow it, or the learner being a part of an authentic learning process whilst visiting the target language country. These types of perceptions of authenticity convey a message that authenticity is not a fixed part of the classroom practices. Some participants expressed their doubts of authenticity ever succeeding to exist in a the FL learning and teaching context, and others supported this view by, for example, defining authentic learning as a process that can only take place when the learner is truly emerged in the target language culture. However, authenticity

as a feature of learning materials or learning was viewed rather positively. Authentic material was deemed interesting and motivating, and authentic learning as having the means to create meaningful learning experiences and prepare the learner for the real world. Perhaps a larger scale change is needed in order to break the patterns of FL education.

To conclude, the findings of the present study revealed interesting information regarding FL teachers and teacher trainees' understanding of authenticity in the context of FL learning and teaching. Firstly, the findings indicate that the participants of the present study seemed to be more familiar with the concept of authentic learning materials, as opposed to authenticity as a part of the the learning process. The findings introduced an overview of both FL teachers and teacher students' views and understanding of authenticity. There are, however, certain limitations that need to be taken into account when reviewing the findings of the present study. Firstly, the questionnaires used to collect the data for the study consisted mainly of open-ended questions, and in addition, the main questions regarding defining authentic learning materials and authentic learning were not narrowed down. As a result, some of the FL teacher responses were fairly short and not as detailed as one would have hoped. However, the questions were left open and unstructured for a reason. One of the objectives was to compare the teacher and teacher trainee responses, the questions needed to match the questions that the trainees were presented with when the student data was collected. Thus the formation of the questions was not changed. Furthermore, the open and unstructured form was maintained in order to ensure the participants' truly expressed their own views, not being lead on, instructed or influenced by the question.

Secondly, even though the number of participants in the study was not particularly small, it was not large enough either to justify over-generalisation of the findings. The aim was to gain a general view of FL teachers and FL teacher students' understanding of authenticity, and since a study with a focus such as the one in the present study has not been conducted, the findings do present an overview of the participants' views. There is, however, need for further larger scale research, which could provide more detailed information about how the teaching community perceives authenticity in the context of FL learning and teaching. Furthermore, it might be potentially lucrative and meaningful to gain further information on the teachers attitudes towards the concept of authenticity,

as well as teachers' views on the potential challenges the implementation of authenticity in FL learning and teaching proposes.

If there indeed is a need and desire to incorporate authenticity even more strongly into FL learning and teaching, the findings of the present study have the potential to aid in understanding how the teachers and teacher trainees perceive authenticity at the present time. It is vital to take the teachers and teacher trainees' views into account, since they are the ones who are responsible for 'putting the plan into action'. In addition, the findings have also shed light on specific issues teachers and teacher students find challenging about authenticity and FL learning and teaching, and this information may be useful when considering the future focuses of FL education and teacher training. Hopefully the findings of the present study will encourage further research, as well as act as a reminder that perhaps the multidimensionality of authenticity may be perceived not merely as a hindrance, but as an opportunity to develop FL learning and teaching further, and introduce more flexibility and versatility into the language classroom.

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APPENDIX: THE TEACHER QUESTIONNAIRE

KYSELYLOMAKE

Opiskelen Jyväskylän yliopistossa englannin ja saksan opettajaksi ja aion pro gradu-tutkielmassani tutkia vieraiden kielten opetuksen ja oppimisen saralla ajankohtaista aihetta keskittyen erityisesti kieltenopettajien ja kieltenopettajaopiskelijoiden näkemyksiin ja ajatuksiin. Uusien teorioiden ja käsitteiden noustessa pinnalle usein etenkin kieltenopettajien näkemykset ja ymmärrys asioista jäävät selvittämättä, vaikka opettajat ovat keskeisimmässä roolissa näiden mallien käyttöönotossa ja konkreettisessa käytössä luokkahuoneessa. Vastaaminen kestää noin 15-20 minuuttia ja vastaukset käsitellään nimettömänä ja luottamuksellisesti. Kiitos avustasi!

Olen kiinnostunut saamaan tietoa tutkimuksen tuloksista kesällä 2013.

Kyllä sähköpostiosoite: _____

Yhteystietoni:

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I TAUSTATIEDOT

1. Ikä: _____

2. Tutkinto: HuK FM Muu tutkinto

3. Valmistumisvuosi: _____

4. Pedagogiset aineopinnot suoritettu: kyllä ei

5. Pääkieleni: _____

Sivukieleni: _____

6. Olen toiminut opettajana (kuukausina tai vuosina):

7. Pääasiallinen opetusaste: alakoulu yläkoulu lukio ammatillinen oppilaitos

ammattikorkeakoulu muu Tarkenna: _____

II AUTENTTISET OPPIMATERIAALIT JA VIERAIDEN KIELTEN OPETUS

1. Onko käsite *autenttinen oppimateriaali* sinulle entuudestaan tuttu?

Kyllä Jossain määrin Ei

2. Mitä tarkoitetaan *autenttisilla oppimateriaaleilla* vieraiden kielten opetuksessa? Anna esimerkki/esimerkkejä.

3. Hyödynnätkö itse *autenttisia oppimateriaaleja* opetuksessasi?

Kyllä, mahdollisimman usein Joskus En

4. Jos vastasit en, *miksi* et? Perustele vastaustasi.

III AUTENTTINEN OPPIMINEN VIERAIDEN KIELTEN OPETUKSESSA

1. Onko käsite *autenttinen oppiminen* sinulle entuudestaan tuttu?

Kyllä Jossain määrin Ei

2. Mitä tarkoitetaan *autenttisella oppimisella* vieraiden kielten opetuksessa? Anna esimerkki/esimerkkejä.

3. Kuinka tärkeänä pidät *autenttista oppimista* vieraiden kielten opetuksessa?

Erittäin tärkeänä Melko tärkeänä En kovin tärkeänä En lainkaan
tärkeänä

4. Perustele vastaustasi.

KIITOS!