



EFL TEACHERS' PERCEPTIONS TOWARDS USING AUTHENTIC MATERIALS IN TEACHING LISTENING¹

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Abstract:

Apparently, teachers' perceptions and practices play an important role in language teaching and learning, which has been recognized by Ellis (1999) and Krashen (1981). However, the purpose of the research is to find out if the review literature search has focused on this respect in teaching listening so far, especially in the Vietnamese context. The present study documents teachers' perceptions and practices towards using authentic materials in teaching listening in the foreign language centers in Can Tho City. The researcher used multi-methods of data collection i.e. questionnaire observation and interview, in which 45 teachers got involved. The findings show that most teachers had positive perceptions about using authentic materials in teaching listening in terms of resources for using authentic materials, criteria of using authentic materials, learners' levels and using authentic materials, Stages in the listening lesson of using authentic materials, benefits of using authentic materials, challenges of using authentic materials. The study also finds that factors such as teachers' different teaching contexts, educational backgrounds, teaching experiences, genders, and ages did not affect their perceptions. Significantly, many mismatches were found between teachers' perceptions and practices about teaching listening. The result of the study confirms that teachers' perceptions were partly reflected in their practices. Considering these findings, some implications were made.

Keywords: teaching listening, teachers' perceptions and practice

¹ THÁI ĐỘ CỦA GIÁNG VIÊN TIẾNG ANH ĐỐI VỚI VIỆC SỬ DỤNG TÀI LIỆU THỰC TẾ TRONG VIỆC GIẢNG DẠY KỸ NĂNG NGHE

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Teachers Attitude Towards Authentic Language Teaching Materials

Fiona Farr



Teachers Attitude Towards Authentic Language Teaching Materials:

Teachers' Attitude Towards Authentic Language Teaching Materials Betelhem Tesfaye, 2014-12-04 The main purpose of this study is to explore the attitudes of instructors of Bahir Dar University towards authentic language teaching materials and also to find out instructors problems in using authentic texts in EFL classes Data were collected using questionnaire interview and observation The interview and observation data were used to triangulate the collected data through questionnaire And the researcher used Percentages and frequency to analyze the data collected through questionnaire The results of the analysis revealed that all the instructors have positive attitudes towards authentic language teaching materials And most of them were sometimes using authentic materials in EFL classrooms The finding also shows that instructors face some problems that discourage them from using authentic materials in EFL classrooms Lack of available authentic materials lack of appropriate texts for local context and work load are some to mention Finally the researcher recommends the higher institutions to provide in service trainings to teachers to refresh and update their knowledge and skills In addition higher institutions should reduce instructors workload *Authenticity across Languages and Cultures* Leo Will, Wolfgang Stadler, Irma Eloff, 2022-11-10 This volume centres around concepts of personal and cultural authenticity as they play out in various contexts of foreign language teaching and learning worldwide The chapters cover a wide range of contexts and disciplines including both theoretical and empirical work together they comprise both a rigorous analysis of authenticity in language teaching and a step away from notions of native speakerism and cultural essentialism with which it is often associated Written by a group of scholars working across several continents the chapters offer diverse perspectives regarding the role language plays in processes of personal growth learning development self actualisation and power dynamics The book addresses the theoretical and philosophical nature of authenticity while remaining grounded in the teaching and learning of languages with authenticity viewed as a practical concern that guides our actions and beliefs The book will be of interest to scholars researchers and students of authenticity as well as foreign language teachers interested in the theoretical underpinnings of their practice *Schriften zur Sprache und Literatur IV* TAHİR BALCI ,ALİ OSMAN ÖZTÜRK ,MUNİSE AKSÖZ, 2020 Mit diesem Band der j hrlichen Buchreihe Schriften zur Sprache und Literatur Dil ve Edebiyat Yaz lar m chten wir einerseits die Arbeiten von erfahrenen Wissenschaftlern bzw Lehrkr ften erreichbar machen andererseits zielen wir darauf ab NachwuchswissenschaftlerInnen zur Hervorbringung wissenschaftlicher Texte zu inspirieren In diesem Sinne m chten wir besonders die Beitr ge der Masterstudenten und Doktoranden hervorheben die ihre in den Lehrveranstaltungen und Seminaren erworbenen Kenntnisse mit ihrer Erzeugungskraft verbunden und veranschaulicht haben Die Arbeiten anderer an verschiedenen Universit ten t tiger Lehrkr fte sind fu r solche die sich mit verschiedenen Disziplinen wie Linguistik Literatur Literaturwissenschaft bersetzungswissenschaft Kulturwissenschaft Soziolinguistik Psycholinguistik und Fremdsprachendidaktik besch ftigen wegweisend Wegweisend in dem Sinne dass sie vielf

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Maley, Brian Tomlinson, 2017-11-06 This volume makes a unique contribution to the literature on materials development for language learning It focuses on issues related to authenticity in materials development and includes research based position statements applications of theory to practice and developments of theory from observed practice Each paper concentrates on a different aspect of authenticity and many of them introduce the reader to previously unexplored facets of authenticity The chapters are sequenced so that the book moves from general discussion about the value of authenticity to reports of evaluations of authenticity to reports of the exploitation of authenticity in specific learning contexts Many questions are raised much revealing data is reported and analysed and many pedagogic suggestions are made The contributions here have been written so that they are of potential value to teachers to materials developers to post graduate students and to researchers They are written to be academically rigorous but at the same time to be accessible to newcomers to the field and to experienced experts alike Teacher Development for Content-Based Language Education Susan Ballinger, Ruth Fielding, Diane J. Tedick, 2024-09-10 This book fills a large gap in our understanding of how to prepare teachers for the

challenging but increasingly popular task of integrating content and language instruction It brings together findings on content based teacher education from Africa Asia Australia Europe and North America in order to inform researchers and teacher educators and enable them to play a critical role in the continued success of such programs It offers a solid grounding in theories and applications of content based approaches with empirical studies investigating teacher identity materials design use of cognitive discourse functions and best practices for teacher education Responding to the growing popularity of content based programs and the shortage of qualified teachers for these contexts this book promotes teacher researcher collaboration and provides support for trainee teachers in service teachers and course leaders **Resources in**

Education, 2001 *African Perspectives on the Teaching and Learning of English in Higher Education* Alexandra Esimaje, Bertus van Rooy, 'Demola Jolayemi, Daniel Nkemleke, Ernest Klu, 2023-05-23 This book brings together the work of African scholars and educators directly involved in initiatives to improve the teaching and learning of English in higher education across Africa Offering alternative perspectives across different African countries with examples of decolonised practice in research the book provides a critical discussion and examples of successful practice in the teaching of English in Africa Each chapter of the book reports on a specific context and a specific teaching and or learning initiative in higher education with emphasis on comparability of information and on clear evaluation and critical analysis of the intervention The editors offer a thoughtful comparison of different methods strategies and results to provide an authoritative reference to effective strategies for English teaching and learning The book paints a cohesive picture of the field of English language teaching in Africa and will be of great interest to researchers scholars and postgraduate students in the areas of applied linguistics English teaching and comparative education Practice in TESOL Fiona Farr, 2015-10-08 Do you want to improve your teaching practice Do you need to know more about getting the most out of student feedback This textbook covers all

topics in preparing TESOL teachers for the practical component of their programme *Proceedings of the 5th International Conference on Education for All (ICEDUALL 2024)* Harun Joko Prayitno, Naufal Ishartono, Yasir Sidiq, Muhammad Syahriandi Adhantoro, 2025-03-28 This is an open access book ICEDUALL short for the International Conference on Education for ALL is a prestigious international seminar dedicated to academics and experts passionate about the mission of providing education for all With a shared commitment to making quality education accessible to everyone ICEDUALL serves as a dynamic platform for thought provoking discussions innovative solutions and global collaboration At ICEDUALL we firmly believe that education is a fundamental human right that should be available to every individual regardless of their background or circumstances Our mission is to bring together educators researchers policymakers and practitioners from around the world to explore discuss and advance strategies for creating inclusive and equitable educational opportunities

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The Affective Dimension in Second Language Acquisition Danuta Gabryś-Barker, Joanna Bielska, 2013-05-03 Affectivity is at the core of everything we do in life Thus its development is also central to learning acquisition and is important for educational contexts The studies presented in this volume consider the different contexts of language learning and examine different types of participants in this process Most of them look at a formal instruction context while others look beyond the classroom and even report on the author's own affectivity and its involvement in learning experiences Affectivity is discussed here in relation to learners but also to teachers in their own professional contexts of teaching foreign languages In the majority of cases affectivity is explored in the case of bilinguals but there are also articles which focus on multilingual language users and their affectivity as an evolving factor

Conference proceedings. ICT for language learning Pixel, 2013

Intercultural Communication. New Perspectives from ELF Enrico Grazi, Lucilla Lopriore, 2016-05-01 La comunicazione interculturale il filo rosso che attraversa quasi tutti i contributi di questo volume Negli ultimi venti anni tale nozione stata esplorata e pi recentemente rivisitata in una prospettiva ELF in diverse aree di ricerca come ad esempio la comunicazione strategica d'affari la consapevolezza interculturale l'insegnamento delle lingue la formazione docenti i discorsi socioculturali cos come gli stessi studi interculturali Scopo di questo libro fornire ai lettori una selezione di articoli recenti e stimolanti nonch contribuire alla fiorente crescita di pubblicazioni su ELF Il libro diviso in tre parti che coprono tre temi principali 1 ELF insegnamento delle lingue e la formazione dei docenti 2 La

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bilingualism in society and bilingual education It includes many pictures graphs maps and diagrams The book concludes with a comprehensive bibliography on bilingualism **English Teaching Forum** ,2000

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