



DEVELOPMENT OF FOREIGN LANGUAGE TEACHERS' AUTHENTIC MATERIAL USE SCALE (FLTAMUS)

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Makale Bilgisi / Article Information

Makale Türü / Article Types: Araştırma / Research

Geliş Tarihi / Received: 17 Kasım / November 2021

Kabul Tarihi / Accepted: 23 Mayıs / May 2022

Yıl / Year: 2022 | **Cilt – Volume:**41 | **Sayı – Issue:** 1 | **Sayfa / Pages:** 311-324

Atıf/Cite as: Çabuk, E., Akman Yeşilel, D., B. "Development Of Foreign Language Teachers' Authentic Material Use Scale (Fltamus)" Ondokuz Mayıs Üniversitesi Eğitim Fakültesi Dergisi, Ondokuz Mayıs University Journal of Faculty of Education, 41(1), June 2022: 311-324

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"Developing of Foreign Language Teachers' Authentic Material Use Scale (FLTAMUS) and its relation to Teachers' Self-efficacy Beliefs yıl: 2020" yüksek lisans tezinden üretilmiştir.

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ABSTRACT:

The aim of this study is to develop a scale to determine foreign language teachers' purposes of using authentic material. To develop this scale, inventories and literature concerning the subject have been reviewed. Twenty foreign languages teachers were asked to write paragraphs on authentic materials. An item pool of 44 items was created, corrected, and reduced, taking experts' opinions. It was seen that the scale could consist of four subscales, which are increasing student motivation, enriching the course content, increasing the quality of teaching, introducing real-life/culture. A five-point Likert-type pilot form consisting of 25 items was created considering experts' opinions and administered to 146 English language teachers working in public and private schools. As a result of the chi-square difference test for nested models, it was found that the model data fit of the four-factor model was significantly higher compared to the one-factor model ($\Delta\chi^2(6) = 88.42, p < .001$). The confirmatory factor analysis showed that the designed four-factor model complied well with the data and explained them better than the one-factor model and supported the researchers' observations. The analysis showed that the four factors designed FLTAMUS had construct validity. Cronbach's alpha internal consistency coefficients of the subscales varied between .65 and .91 and were quite reliable and highly reliable. The applied validity and reliability analyses showed that the scale had four structures as designed and was a valid and reliable measurement tool that could measure foreign language teachers' use of authentic materials.

Keywords: *Foreign Language, Authentic Material, Foreign Language Teachers' Authentic Material Use Scale (FLTAMUS), Foreign Language Teaching*



YABANCI DİL ÖĞRETMENLERİNİN OTANTİK MATERYAL KULLANIMI ÖLÇEĞİNİN (FLTAMUS) GELİŞTİRİLMESİ

ÖZ:

Bu çalışmada, yabancı dil öğretmenlerinin otantik materyal kullanımlarını belirleyebilmek için geçerli ve güvenilir bir ölçme aracı geliştirilmesi amaçlanmıştır. Literatür incelendiğinde otantik materyal ile ilgili ölçeklerde eksiklik olduğu görülmüştür. Öğretmenlerin otantik materyal kullanımını ve kullanım amaçlarını inceleyen bir ölçek bulunmuyordu. Bu ölçeği geliştirmek için konuyla ilgili envanterler ve literatür taranmıştır. 20 yabancı dil öğretmeninden otantik materyaller üzerine paragraflar yazmaları istendi. Bu paragraflardan 44 maddelik bir madde havuzu oluşturulmuş ve uzman görüşü alınarak düzeltilmiş ve küçültülmüştür. Ölçeğin öğrenci motivasyonunu artırma, ders içeriğini zenginleştirme, öğretim sürecinin kalitesini artırma, gerçek yaşamı/

kültürü tanıtmak üzere dört alt boyuttan oluşabileceği öngörülmüştür. Uzman görüşleri dikkate alınarak 25 maddeden oluşan 5'li Likert tipi bir pilot form oluşturulmuş ve devlet ve özel okullarda görev yapan 146 İngilizce öğretmenine uygulanmıştır. Gerçekleştirilen iç içe geçmiş modeller için ki-kare fark testi sonucunda dört faktörlü modelin model veri uyumunun tek faktörlü modelle karşılaştırıldığında anlamlı bir şekilde daha yüksek olduğu bulunmuştur ($\Delta\chi^2(6) = 88.42, p < .001$) Doğrulayıcı faktör analizi, tasarlanan dört faktörlü modelin verilerle daha iyi uyum sağladığını ve bunları tek faktörlü modele göre daha iyi açıkladığını göstermiş ve araştırmacıların gözlemlerini desteklemiştir. Bu bulgular, dört faktör olarak tasarlanan Yabancı Dil Öğretmenlerinin Otantik Materyal Kullanımları Ölçeği'nin yapı geçerliliğine sahip olduğunu göstermektedir. Ölçek alt boyutların Cronbach alpha iç tutarlılık katsayıları ise .65 ile .91 arasında değişmekte olup oldukça güvenilir ve yüksek düzeyde güvenilirlerdir. Uygulanan geçerlilik ve güvenilirlik analizleri, ölçeğin tasarlandığı gibi dört yapıya sahip ve yabancı dil öğretmenlerinin otantik materyal kullanımını ölçebilecek geçerli ve güvenilir bir ölçme aracı olduğunu göstermiştir.

Anahtar Kelimeler: *Yabancı Dil, Otantik Materyal, Yabancı Dil Öğretmenlerinin Otantik Materyal Kullanım Ölçeği (FLTAMUS), Yabancı Dil Öğretimi*



INTRODUCTION

Using a variety of materials while teaching a foreign language is quite essential since they support and enhance the learning process. Language teachers often make use of the instructional materials in their classes to improve students' knowledge, abilities, skills, monitor their assimilation of information, and contribute to their overall development and learning. Materials help clarify important concepts, arouse and sustain students' interest and make learning permanent.

As an alternative to those instructional materials, language teachers can also benefit from authentic materials to bring the real life situations into the classroom. In the literature, authentic materials are described as materials that reflect the real language used by native speakers in daily life and are not specifically produced for teaching purposes (Beresova, 2015, Brinton, 1991 & Yaman, 2014). With the emergence of the Communicative Approach in the 1970s, more attention on using authentic materials, such as newspapers, magazines, videos, or radio broadcasts, in the language classroom was given. While focusing on teaching language for communicative purposes, authentic materials provide a more meaningful learning environment for the English as Foreign Language (henceforth EFL) students. Authentic materials serve as an effective tool to bridge the gap between the mechanic classroom teaching environment and real-life situations.

However, after reviewing the literature, it was seen that there was a lack in the instruments related to teachers' authentic materials use and their purposes of use.

Previous studies were throughout qualitative and used open-response items in forms of questionnaires and interviews in order to collect data from teachers (Huda, 2017; Mestari & Malabar, 2016). The aim of this study was to develop a valid and reliable scale to quantitatively measure foreign language teachers' authentic material use.

LITERATURE REVIEW

Many scholars define authentic materials in related ways. A very common definition was made by Morrow (1977) “[an] authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort” (cited in Gilmore 2007, p.98). Authentic materials are similarly defined as unchanged language data produced by and for native speakers of a language for non-teaching purposes which transmit a real message (Beresova, 2015). Brinton (1991) describes authentic materials as materials that are not produced for teaching purposes. Yaman (2014) defines authentic materials as materials that have not been adapted or changed in any way for language teaching purposes. All in all, it is plain to see that all definitions of authentic materials have a couple of characteristics in common such as not having a pedagogic purpose, being produced by natives, and having a connection to the real world.

In the literature, there are several categorizations of authentic materials found. A general categorization can be made into main headings: auditory and audiovisual, and written authentic materials. Sources of authentic auditory and audiovisual materials are, for instance, TV and radio programs, movies, news, announcements, videos, or podcasts, and while sources for written authentic materials can be advertisements, brochures, magazines, newspapers, street signs, tickets, poems, recipes, menus and so on (Birinci & Temizyürek, 2016).

Like every other material, using authentic materials in the language classroom has several advantages and disadvantages. A great number of research have shown the beneficial effects of these materials such as the increase in language learners' motivation (Boran, 1999; Gökdemir, 2014; Varmış Kılıç, 2011; Şaraplı, 2011). Previous studies on EFL teachers' perceptions of authentic materials show that majority of the instructors agree that authentic materials have many advantages in the language learning process. In Gökdemir's study (2014), the teachers stated that authentic materials improved university students' listening, reading and language using skills. Another study, carried out by Al Darwish (2014) on Kuwaiti teachers' perception of authentic materials, revealed that 95% of the participating teachers agreed that using authentic materials was 'relevant and enjoyable'. However, there were differences in the types of materials the teachers preferred using. Lira (2012) found out that although EFL teachers use some sources of authentic materials such as newspapers and magazines, they would prefer proper training on how to integrate these materials in the classroom.

Although authentic materials have many advantages, they also have disadvantages for teachers and language learners. For instance, authentic materials often involve difficult language and irrelevant vocabulary, which can confuse the teachers and learners (Al Darwish, 2014). Since authentic materials are not graded according to language learners' levels, it can be challenging for teachers to find and choose authentic materials that do not contain any language beyond learners' abilities. In such cases, where the students are overwhelmed by the difficulty of the language of the authentic material, it can have a demotivating effect on them, and further, may even cause a negative attitude towards the target language (Güçlü Kale, 2010). Varmış Kılıç (2011) similarly states that authentic materials may contain language that is too difficult, and do not meet learner needs and proficiency levels.

Besides these advantages and disadvantages, as aforementioned, authentic materials serve as an effective tool to bridge the gap between the mechanic classroom teaching environment and real-life situations. Therefore, teachers are likely to use them in their language classes.

Many researchers have investigated teachers' perceptions on authentic materials in different ways and focused on various aspects. Al Darwish (2014), for instance, investigated language teachers' perceptions on authentic materials in Kuwait using a qualitative approach in which the researcher collected data using observation, artifacts and interviews. Boran (1999) used a questionnaire in order to reveal teachers' attitudes towards authentic materials. The questionnaire included several question types, such as Likert-type, open-ended, and yes-no questions. The researcher did not include any validity and reliability related information of the questionnaire. Similarly, Lira (2012) conducted a study on the use of authentic materials in the ESL classroom. To collect data, the researcher used a mixed method approach of qualitative and quantitative data. The data was collected using a self-developed survey including Likert-type, yes-no, multiple choice, and open-ended questions. The researcher did not include any information about the validity and reliability of the survey. Likewise, Huda (2017) and Malabar & Mestari (2016) used resembling questionnaires with open-ended items in order to collect data about teachers' use of authentic materials in foreign language classrooms. Nevertheless, none of the data collection instruments used in previous studies were purely quantitative and therefore less reliable.

METHOD

In the first step for developing the Foreign Language Teachers' Authentic Material Use Scale (FLTAMUS), 20 foreign language teachers were asked to write paragraphs considering their thoughts and feelings on authentic materials. Then an item pool of 44 items was created from those paragraphs. The item pool was reduced and corrected, taking opinions of experts in the English language teaching depart-

ment, and experts in scale development and statistics in the educational sciences department. During this step, it was observed that the items could consist of four subscales. A draft form with 29 items was created taking the experts' opinions into consideration. In this first draft, nine items were designed to increase student motivation, four items for enriching the course content, nine items for increasing the quality of the teaching process and seven items were categorized as the purpose of introducing real-life/culture. In the next stage, these items were given to seven academicians to obtain expert opinions about scale development and adaptation. They evaluated each item regarding clarity and intelligibility. In accordance with the experts' recommendations, four items were excluded, and necessary revisions were made to increase the comprehensibility of some items. Finally, a form consisting of 25 items was created to be applied to English teachers.

Study Group

The study group consisted of 146 English language teachers who were selected through the convenience sampling method. The teachers were attained through different online teacher groups and social media platforms where the scale has been applied online via Google Forms. 104 of the participating teachers were female (71.2%), and 42 (28.8%) were male. The teachers' years of work experience were mostly between 1-5 years ($n= 90$, %61.6) and mostly working in public schools ($n= 99$, 67.8%). Most of the teachers were faculty of education graduates ($n= 120$, 82.2%) and worked in urban areas ($n= 107$, 73.3%).

Data Collection Tools

The data collection tools used in this study were a personal information form and the draft scale of the FLTAMUS including 25 items. Information about participants' gender, years of work experience, type of institution they work in, and faculty of graduation were obtained through the personal information form. The data of the study were collected through the Internet via Google Forms between October and November 2019. Before answering the draft scale, teachers were informed about the ethical rules of the research, including volunteering, confidentiality, and the right to withdraw from the research, and their consents were obtained. The highest and lowest scores that can be obtained from the scale and the interpretations of the scores can be found in the findings section.

Ethics Committee Approval

Ethics committee approval was received for this study from Ondokuz Mayıs University, Faculty of Social Sciences and Humanities.

The Title of the Ethics Committee: Scientific Research and Publication Ethics Committee of Ondokuz Mayıs University

Approval Date: 11.10.2019

Ethics Document's Number: 2019 - 297

FINDINGS

In this section, the reliability and validity studies of the scale are stated.

Confirmatory Factor Analysis and Reliability of FLTAMUS

Confirmatory factor analysis was carried out to test whether the Foreign Language Teachers' Authentic Material Use Scale was compatible with the designed factor structure. When the literature is examined, it is seen that exploratory and confirmatory factor analyses are frequently used in the process of scale development and adaptation. In the exploratory factor analysis, the researcher has no hints of how many factors the scale factor structure can consist of. On the other hand, in confirmatory factor analyses, the researcher is aware of the number of factors the scale consists of or can be formed and test the compatibility of this factor structure with the data (Brown, 2015; Harrington, 2009; Thompson, 2010). Since the researchers in this study had knowledge about how many factors the scale could consist of, the compatibility of the data with the four-factor model (increasing student motivation, enriching the course content, increasing the quality of teaching, introducing real life/culture) was tested through confirmatory factor analysis. In the literature, there are many different studies in which confirmatory factor analysis was carried out first when the researchers were informed about the factor structure of the scale (Buss & Perry, 1992; Thompson et al., 2005).

Confirmatory factor analyses were carried out in the Mplus 7.3 (Muthén & Muthén, 1998-2015) program. Mean and variance adjusted unweighted least squares (ULSMV) were used to estimate the models. ULSMV estimator is a prediction method frequently used in Likert-type scales containing items with a limited number of answer categories that do not show normal distribution (Brown, 2015; Finney & DiStefano, 2013; Harrington, 2009). This estimation method uses the polychoric correlation matrix as input. In this study, two different models were tested: firstly, the single-factor model which suggests that all items of the Foreign Language Teachers' Use of Authentic Materials Scale consist of one dimension, and then, the four-factor model proposed by the researcher. χ^2 nested difference test was used for nested models in order to compare the compatibility of the single-factor and four-factor-model with the data. This test was carried out in the Mplus program with the command DIFFTEST. The chi-square difference test should be

meaningful if the four-factor model fits the data better than the one-factor model (Brown, 2015; Harrington, 2009).

The compatibility of the models tested in the confirmatory factor analyses with the data is evaluated through the goodness of fit indices. In this study, model fits were examined through χ^2 /sd , Root Mean Square Error of Approximation (RMSEA), Comparative Fit Index (CFI), Tucker-Lewis Index (TLI) goodness of fit indices. In the literature, a ratio of chi-square to degrees of freedom greater than two, less than three or equal ($3 < \chi^2 /sd < 5$) an RMSEA value in the range of .05 to .10 ($0.05 \leq RMSEA < 0.10$), CFI and TLI values that are .90 and above but less than .95 ($0.90 \leq CFI / TLI < 0.95$) indicate acceptable fit. On the other hand, if χ^2 /sd ratio is less than 3, RMSEA is below .05, CFI and TLI values being .95 and above indicate a perfect fit (Byrne, 2013; Hooper, Coughlan, & Mullen, 2008; Hu & Bentler, 1999; Marsh, Balla & McDonald, 1988; McDonald & Marsh, 1990; Schreiber, Nora, Stage, Barlow & King, 2006).

As the results of the confirmatory factor analysis showed acceptable goodness of fit of the one-factor model ($\chi^2 (275) = 630.30$, χ^2 /sd : 2.29, CFI: .94, TLI: .94, RMSEA: .09), the four-factor model's goodness of fit values were excellent except for the RMSEA value ($\chi^2(269) = 546.44$, χ^2/sd : 2.03, CFI: .95, TLI: .95, RMSEA: .08). Further, as a result of the chi-square difference test for nested models, the model data fit of the four-factor model was significantly higher than the one-factor model ($\Delta\chi^2(6) = 88.42$, $p < .001$). When these findings were evaluated as a whole, they pointed out that the designed four-factor model complied well with the data and explained the data better than the one-factor model and supported the researchers' predictions. Table 1 shows the item factor load values, standard errors, z-values, the variance ratios (R²) of each item, and the correlation values between latent variables of the four-factor model.

Table 7.Adequacy of the number of LGS grammar questions

	λ	S.E	z	R2
Increasing Student Motivation (F1)				
I1	.68	.05	14.94	.46
I2	.64	.05	13.68	.41
I4	.86	.03	29.70	.74
I14	.75	.04	18.53	.57
I15	.79	.04	21.86	.63
I17	.79	.03	23.35	.63
I19	.75	.04	20.76	.57
Enriching the Course Content (F2)				
I3	.64	.05	12.77	.41
I18	.63	.05	11.63	.40
I22	.79	.04	17.98	.62
Increasing the Quality of Teaching (F3)				
I5	.83	.03	30.41	.69
I6	.84	.03	31.52	.70
I7	.78	.04	22.25	.61
I13	.74	.04	20.64	.55
I16	.85	.03	30.01	.73
I21	.70	.04	17.91	.49
I8	.83	.03	27.08	.69
I9	.83	.03	29.09	.70
Introducing Real Life/Culture(F4)				
I10	.78	.03	23.34	.61
I11	.86	.03	28.15	.73
I12	.66	.05	14.04	.43
I20	.83	.04	21.90	.69
I23	.79	.04	21.24	.63
I24	.86	.03	26.76	.74
I25	.67	.05	14.90	.44
Latent Correlation Values	F1	F2	F3	F4
F1	-			
F2	.89	-		
F3	.93	.81	-	
F4	.87	.69	.92	-

Note: λ = Standardized item factor load value, S.E: Standard error, All z, the correlation between latent variables and R2 values are significant at least $p < .001$ level.

As it can be seen in Table 1, the standardized item factor load values for the factor of increasing student motivation vary between .64 (I2) and .86 (I3), whereas the factor load values for the enrichment of the course content are between .63 (I9) and .79 (I10). The standardized item factor load values for increasing the quality of teaching factor range from .74 (I14) to .85 (I15), while the standardized item factor load value for introducing real life/culture range from .66 (I21) to .86 (I20). Moreover, all standardized item factor loads are significant at least at the level of $p < .001$. Brown (2015) suggests that the standardized item factor load values should be .30 and above and statistically significant, at least, $p < .05$. In this context, it can be said that the standardized factor load values and significance levels of the items are sufficient. Additionally, the variance rates (R2), explained by the latent variable in each factor on the items, are high (Cohen, 1992) and are statistically significant.

Lastly, the correlation values between latent variables are high (Cohen, 1992). These findings show that the four factors designed in the Foreign Language Teachers' Use of Authentic Materials Scale have construct validity.

Reliability of the Foreign Language Teachers' Use of Authentic Materials Scale

In order to examine the reliability of the subscales of the FLTAMUS, the total item correlation values and Cronbach's alpha internal consistency coefficients of each subscale were examined. Table 2 shows the results of the reliability analysis implemented.

Table 2. Reliability Analysis Results of the FLTAMUS

	<i>r</i>
Increasing Student Motivation (F1)	
I1	.57
I2	.53
I4	.72
I14	.71
I15	.66
I17	.61
I19	.65
Cronbach alpha	.86
%95 Confidence interval Cronbach alpha	.82-.89
Enriching the Course Content (F2)	
I3	.34
I18	.46
I22	.59
Cronbach alpha	.65
%95 Confidence interval Cronbach alpha	.53-.74
Increasing the Quality of Teaching (F3)	
I5	.72
I6	.75
I7	.74
I13	.63
I16	.75
I21	.59
I8	.74
I9	.74
Cronbach alpha	.91
%95 Confidence interval Cronbach alpha	.88-.93
Introducing Real Life/Culture(F4)	
I10	.69
I11	.65
I12	.60
I20	.71
I23	.73
I24	.74
I25	.61

Note: *r*= Item-total correlation value.

As seen in Table 2, the increasing student motivation subscale of the FLTAMUS has item-total correlation values of .53 (I2) and .72 (I3), the subscale of enriching the course content has item-total correlation values of .34 (I8). .59 (I10), item-total correlation values for enhancing teaching quality range from .59 (I16) to .75 (I15) and lastly item-total correlation values for introducing real-life/culture range from .60 (I21) to .74 (I28). As a general rule, it is considered sufficient to have item-total correlation values of .30 and above (Field, 2013). In this sense, it can be said that all items in the subscales have sufficient distinctiveness. Cronbach's alpha internal consistency coefficients of the subscales were found to vary between .65 (enriching the course content) and .91 (increasing the quality of teaching). According to Kalaycı (2010), scales with Cronbach's Alpha reliability of .40 and below are classified as not reliable, however those between .40 and .59 are lowly reliable, those between .60 and .79 are quite reliable, and those with .80 and above are highly reliable scales. In this context, it can be said that the Cronbach's alpha internal consistency coefficient reliability values of the subscales are quite reliable and highly reliable. In conclusion, the applied validity and reliability analyses show that the scale has four structures as designed and is a valid and reliable measurement tool that can measure foreign language teachers' use of authentic materials.

The Foreign Language Teachers' Use of Authentic Materials Scale is a five-point Likert-type scale with four subscales. These are: increasing student motivation (I1, I2, I4, I14, I5, I17, I19); enriching the course content (I3, I18, I22); increasing the quality of teaching (I5, I6, I7, I8, I9, I13, I16, I21); introducing real-life/culture (I10, I11, I12, I20, I23, I24, I25), respectively. The points that can be obtained range from 7 to 35 for increasing student motivation subscale, from 3 to 15 enriching the course content, from 8 to 40 for increasing the quality of teaching, and from 7 to 35 for introducing real life/culture subscales. High scores in the relevant scale indicate that the individuals highly use authentic materials with that purpose in mind.

CONCLUSION AND SUGGESTIONS

Using authentic materials in foreign language teaching is important and necessary in many terms. Measuring foreign language teachers' authentic material use can help to see the purposes for using these materials. There are many benefits of using authentic materials in the foreign language classroom. However, teachers may have different purposes in using these materials. The scale developed in the recent study functions as a tool for researchers and teacher trainers in investigating foreign language teachers' purposes of using authentic materials. In previous studies researchers' made use of data collection tools such as interviews and open-response items in questionnaires. Yet, these studies provided only qualitative data, while the recent study reveals quantitative information about purposes of using authentic materials. Researchers can use this scale to develop or improve

teacher training programs related to authentic material use and adaptation to the language classroom.

In order to develop the scale an item pool was created considering foreign language teachers' thoughts and opinions on authentic material use. Following the statistically necessary steps in scale development a pilot form was created and applied. The applied validity and reliability analyses show that the scale has four structures as designed. The analysis shows that the designed FLTAMUS has construct validity. Cronbach's alpha internal consistency coefficients of the subscales are quite and highly reliable. Therefore, the developed scale is a valid and reliable measurement tool that can measure foreign language teachers' use of authentic materials. The final scale is a five-point Likert-type scale with four subscales which are: increasing student motivation (F1), enriching the course content (F2), increasing the quality of teaching (F3), and lastly introducing real life/culture (F4). The first subscale (F1) contains seven items (I1, I2, I4, I14, I5, I17, I19), the second subscale (F2) contains three (I3, I18, I22), the third subscale (F3) comprises of eight items (I5, I6, I7, I8, I9, I13, I16, I21), and the final subscale (F4) also includes seven items (I10, I11, I12, I20, I23, I24, I25). Accordingly, the total scale consists of 25 items.

Since this study was only carried out with a limited number of English language teachers, it would be significant to see if there are differences in the use of authentic materials with other foreign languages. Therefore, it is suggested to carry out further research with different foreign language teachers and larger study groups. Furthermore, foreign language teachers' cultural backgrounds may have an impact on their preferences on the purposes of using authentic materials in their classrooms, which could be further investigated.

Conflict of Interest

There is no personal or financial conflict of interest between the authors of the article within the scope of the study.

Author Contributions

Contribution Level: Author1: %60 – Author 2: %40

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	I use authentic materials...	Never	Rarely	Sometimes	Often	Always
1.	..to create interest in the students.	(1)	(2)	(3)	(4)	(5)
2.	..to break the monotonous atmosphere in the classroom.	(1)	(2)	(3)	(4)	(5)
3.	..as alternatives to language teaching through coursebooks.	(1)	(2)	(3)	(4)	(5)
4.	..to make learning more joyful.	(1)	(2)	(3)	(4)	(5)
5.	..to help students improve language skills.	(1)	(2)	(3)	(4)	(5)
6.	..as efficient tools in teaching language.	(1)	(2)	(3)	(4)	(5)
7.	..to improve students' communicative competence.	(1)	(2)	(3)	(4)	(5)
8.	..because they have an important role in language teaching.	(1)	(2)	(3)	(4)	(5)
9.	..because they are effective in language teaching.	(1)	(2)	(3)	(4)	(5)
10.	..to turn the artificial language classrooms into real life environments.	(1)	(2)	(3)	(4)	(5)
11.	..to make language learning more meaningful.	(1)	(2)	(3)	(4)	(5)
12.	.. to increase students' cultural awareness.	(1)	(2)	(3)	(4)	(5)
13.	..to ease language teaching in classrooms.	(1)	(2)	(3)	(4)	(5)
14.	..because they are fun.	(1)	(2)	(3)	(4)	(5)
15.	..to motivate the students.	(1)	(2)	(3)	(4)	(5)
16.	..because they are essential for improving language skills.	(1)	(2)	(3)	(4)	(5)
17.	..to meet students' needs.	(1)	(2)	(3)	(4)	(5)
18.	..because they can be relevant to the curriculum.	(1)	(2)	(3)	(4)	(5)
19.	.. to meet students' interests.	(1)	(2)	(3)	(4)	(5)
20.	..to expose students to real language.	(1)	(2)	(3)	(4)	(5)
21.	..for teaching all language skills.	(1)	(2)	(3)	(4)	(5)
22.	..in line with the course objectives.	(1)	(2)	(3)	(4)	(5)
23.	..to bridge the gap between the classroom and the outside world.	(1)	(2)	(3)	(4)	(5)
24.	..to provide a variety of opportunities to use language.	(1)	(2)	(3)	(4)	(5)
25.	..to expose the students to the target culture.	(1)	(2)	(3)	(4)	(5)

