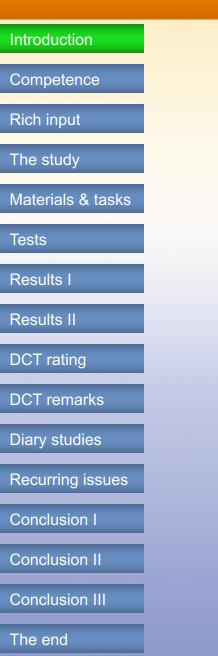


Alex Gilmore Kansai Gaidai University Japan



Authentic materials...

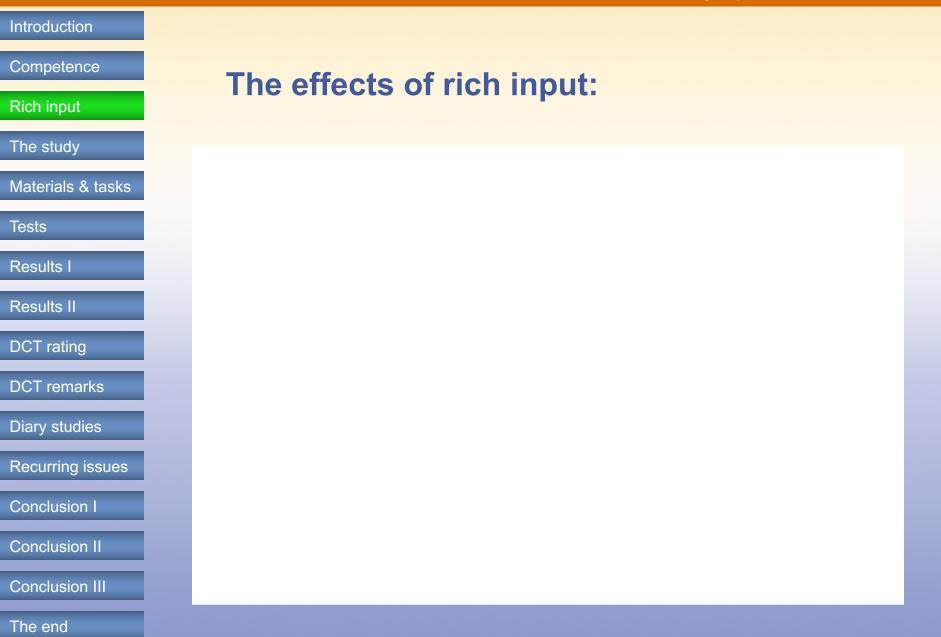
- connect with learners' emotions & imaginations & are more likely to be retained in long-term memory.
 - motivate learners to engage with & understand the target language.
 - provide a richer source of input which better meets the varying interlanguage needs of learners.
 - have the potential to develop a wider range of communicative competences in learners.

Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence.	C
Rich input	
The study	1.
Materials & tasks	
Tests	2.
Results I	
Results II	3.
DCT rating	0.
DCT remarks	
Diary studies	4.
Recurring issues	
Conclusion I	5.
Conclusion II	(Ca
Conclusion III	Gilr
The end	

Components of communicative competence model

- 1. Linguistic competence (lexical, morphological, orthographical, syntactical & phonological knowledge)
- 2. Pragmalinguistic competence (knowledge of speech acts; understanding or conveying communicative intent appropriately in a given context)
- Sociopragmatic competence (knowledge of what is socially or culturally appropriate in a particular speech community)
- 4. Strategic competence (knowledge of how to repair conversation or compensate for linguistic deficiencies)
- Discourse competence (knowledge of how to produce unified, coherent & cohesive discourse in different genres)
 (Canale & Swain 1980; Canale 1983; Celce-Murcia, Dörnyei & Thurrell 1995;
 Gilmore 2007)



Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence	The
Rich input	Нур
The study	mat
Materials & tasks	com
Tests	• 10-
Results I	base
Results II	com
DCT rating	• 62
DCT remarks	expe
Diary studies	• Ex form
Recurring issues	• Lea
Conclusion I	mea
Conclusion II	• Pa
Conclusion III	diari
The end	

The study

Hypothesis: the richer input provided by authentic materials, combined with appropriate awareness-raising activities, would be better able to develop a range of communicative competencies in learners.

• 10-month quantitative/qualitative longitudinal classroombased study, investigating how learners' communicative competence developed with authentic vs. textbook materials.

- 62 2nd year Japanese university students assigned to experimental group (N=31) or control group (N=31).
- Experimental/control treatment accounted for approx. 33% of formal English input over 10-month period.
- Learners' communicative competence & language skills measured with a batch of eight pre-/post-course tests.
- Participants' emic perspectives investigated through learner diaries & case-studies.

Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence	т
Rich input	
The study	• 0
Materials & tasks	un Fa
Tests	-
Results I	gra
Results II	۰E
DCT rating	do
DCT remarks	so ne
Diary studies	-
Recurring issues	dis
Conclusion I	СО
Conclusion II	dis
	toł
Conclusion III	
The end	

The materials & tasks

• **Control group:** 2 ELT textbooks commonly used in Japanese universities, *Inside English* (Maggs, Kay, Jones & Kerr 2004) & *Face to Face* (Fuller & Fuller 1999).

Tasks: Those suggested in textbooks (predominantly lexicogrammatical focus).

• Experimental group: Extracts from authentic materials (films, documentaries, reality shows, TV comedies, web-based sources, home-produced video of NSs, songs, novels & newspaper articles).

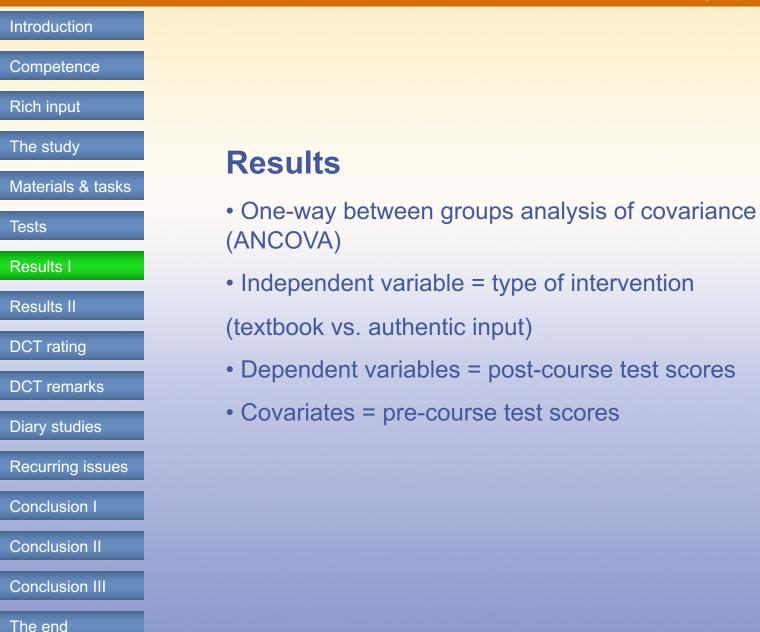
Tasks: Designed to highlight & practise features of the discourse which could help learners' develop a wide range of communicative competences (communication strategies, discourse intonation, NVC, conversational strategies, reactive tokens, discourse markers, register, etc.).

Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence	
Rich input	T
The study	8 t
Materials & tasks	
Tests	1.
Results I	2.
Results II	3.
DCT rating	4.
DCT remarks	5.
Diary studies	6.
Recurring issues	7.
Conclusion I	8.
Conclusion II	
Conclusion III	
The end	

The quantitative tests

- 8 tests designed to tap into different aspects of learners' communicative competence or language skills:
- 1. IELTS Listening test (Hopkins & Nettle 1995)
- 2. Receptive pronunciation test (Rogerson & Gilbert 1990)
- . 'C'-Test (extracts from Headway series, Soars & Soars)
- Grammar test (Murphy 1994)
- . Receptive vocabulary test (Schmitt 2000)
- . Discourse Completion Task (Schauer 2005)
- 7. IELTS oral interview with NS teacher
- 3. Student-student role-play



Introduction						
Competence	Source	<u>df</u>	<u>SS</u>	<u>MS</u>	E	n
Rich input						
The study	Listening	1	55.58	55.58	4.44*	.07
	Receptive pronunciation	1	114.28	114.28	11.84**	.17
Materials & tasks	'C'-Test	1	116.37	116.37	2.69	.04
Tests	Grammar	1	1.12	1.12	.022	< .0005
	Receptive vocabulary	1	922.82	922.82	14.81**	.20
Results I	DCT	1	.02	.02	1.7	.03
Results II	Oral interview (total)	1	.72	.72	6.84*	.11
	(pronunciation)	1	.16	.16	1.62	.03
DCT rating	(body language)	1	1.26	1.26	8.93**	.14
DCT remarks	(fluency)	1	.86	.86	5.01*	.08
	(vocabulary)	1	.27	.27	2.02	.03
Diary studies	(interaction)	1	2.29	2.29	10.25**	.15
Recurring issues	Role-play (total)	1	3.10	3.10	17.58**	.25
	(conv. behaviour)	1	3.44	3.44	17.74**	.25
Conclusion I	(conv.management)	1	3.15	3.15	14.65**	.22
Conclusion II	* <u>p</u> < .05 ** <u>p</u> < .01					
Conclusion III	Eta squared: .01 = small effect	t .06 :	= moderate	effect .14 =	large effect	
The end						

Alex Gilmore Kansai Gaidai University Japan

Introduction Competence **Rich input** The study Materials & tasks Tests **Results** I **Results II DCT** rating **DCT** remarks **Diary studies Recurring issues** Conclusion I Conclusion II Conclusion III The end

Problems with DCT rating

NS DCT response:

Scenario 5: You have to hand in an essay to the secretary. The secretary's office is closing soon and you are already running late. When you get to her office, two professors are standing in front of it. You ask them to let you through. You say: *Excuse me could you please move aside so I could come in please?*

• NNS (3 years in NZ) DCT response:

Scenario 14: You have an appointment with a professor. When you arrive at her door, two of your friends are looking at her timetable and are blocking the door. You ask them to move aside.

You say: Hey retard move your fucking arse.

Alex Gilmore Kansai Gaidai University Japan

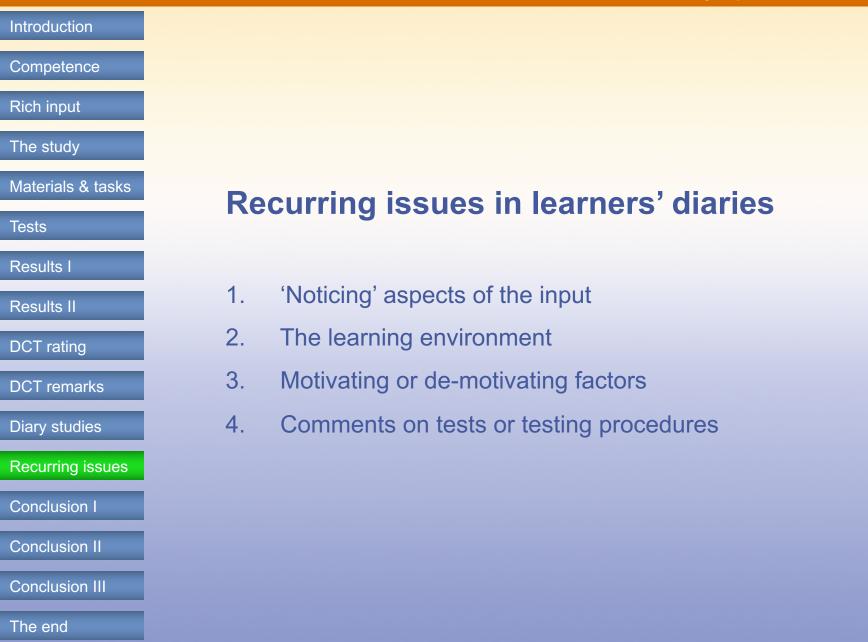
Introduction	
Competence	
Rich input	
The study	
Materials & tasks	
Tests	
Results I	
Results II	
DCT rating	
DCT remarks	
Diary studies	
Recurring issues	
Conclusion I	
Conclusion II	
Conclusion III	
The end	

Comments on DCT (experimental group)

SN: The computer test [DCT] I had today was terrible, I got disappointed at myself... I tried to show several skills I had studied through this course such as formal & informal way of speaking English, yet I could not. If I could take the test again, I'd love to!!

AO: I did the role playing and computer test. I wanted to use some expressions which I studied in your class, but when it came to say something, I could not do well. It was regrettable.





Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence	
Rich input	
The study	•
Materials & tasks	
Tests	•
Results I	1.
Results II	2.
DCT rating	3.
DCT remarks	4.
Diary studies	5.
Recurring issues	6.
Conclusion I	
Conclusion II	7.
Conclusion III	
The end	

Conclusion: Quantitative results

- Experimental materials & tasks allowed students to develop a wider range of communicative competencies
- Statistically significant differences between groups for:
- 1. Listening skills
- 2. Speaking skills
- 3. Linguistic competence (receptive vocabulary & phonology)
- Pragmalinguistic competence (e.g. opening/closing conv.)
- 5. Sociopragmatic competence (e.g. NVC)
- 6. Strategic competence (e.g. hesitation & conversation repair)
- 7. Discourse competence (e.g. conversation management)

Introduction		
Competence		
Rich input		
The study		
Materials & tasks	0	enelusion III. Ouentitetive reculte
Tests		onclusion II: Quantitative results
Results I	Nc	statistically significant differences between groups for:
Results II	1.	Reading skills ('C'-Test)
DCT rating	2.	Grammar
DCT remarks	3.	Request speech acts (DCT results)
Diary studies	4.	Productive vocabulary/phonology
Recurring issues		
Conclusion I		
Conclusion II		
Conclusion III		
The end		

Alex Gilmore Kansai Gaidai University Japan

Introduction Competence **Rich input** The study Materials & tasks Tests **Results** I **Results II DCT** rating **DCT** remarks **Diary studies Recurring issues** Conclusion I Conclusion II Conclusion III The end

Conclusion III: Qualitative results

- 1. Learners in the experimental group 'noticed' a wider range of communicative competence features (authentic materials provide rich input)
- 2. Learners in the experimental group appeared to be highly motivated by 'interesting', 'challenging', 'practical' or 'useful' aspects of the input (the authentic materials encouraged greater engagement with the texts)
- 3. Social goals often override instructional goals in the classroom
- 4. Qualitative research can complement quantitative results in classroom-based studies by: a) allowing for data triangulation; & b) providing an emic perspective on events

Alex Gilmore Kansai Gaidai University Japan

Introduction	
Competence	
Rich input	
The study	
Materials & tasks	
Tests	
Results I	
Results II	
DCT rating	
DCT remarks	
Diary studies	
Recurring issues	
Conclusion I	
Conclusion II	
Conclusion III	

The end

KM: Honestly I thought your class was boring in first semester because the class was mainly text activity. I thought "this is communicative English III so I don't want to study the same way as high school or communicative English I and II". I considered the class as easy class. Once I think so, it is difficult to keep high motivation to improve English skill in the class. I wanted more challenging and enjoyable class. In second semister, my mind was dramatically changed. Your class were based on discussion and video activity without textbooks. This was really enjoyable and challenging.

KM changed from control to experimental group after 1st term]