MORAY HOUSE COLLEGE

SCOTTISH CENTRE FOR EDUCATION OVERSEAS

THE USE OF AUTHENTIC MATERIALS IN SECONDARY SCHOOLS

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CHAPTER ONE

Introduction
The teaching and learning of English language in Namibia has changed greatly these days, compared with how it was some twenty or thirty years ago. What follows here is a brief analysis of the history of the English language in Namibia over this period of time.

English in Namibia
As Namibia was a former German colony and later a South African one, it has several 'official' languages. Apart from the three foreign languages; German, Afrikaans and English; more than five of the Namibian languages serve as official languages of government at local level. All these languages are taught in schools to at least High School Level, while Afrikaans and English are taught to University level. German is taught mainly in German speaking schools, or as a foreign language in white schools.

At the moment Afrikaans is the language of instruction in most schools with the notable exception of the North of Namibia and the Caprivi area where English is the language across the curriculum.
There are two ways how English became popular in Namibia. First, it was acquired or learnt informally by migrant workers employed by multi-national companies where English was the medium of commercial and technical
communications. Second, it was taught formally in schools. The church schools, particularly those with English as the language of instruction, have contributed much to the introduction of English in our country; in particular, schools in Caprivi which used English as the language of instruction for many years, and the Northern area of Namibia which has used English on the same basis since 1981. In this way English has become a communicative language in everyday life in Namibia.

The contribution made by the private schools with English as the language of instruction is quite remarkable. The students who are taught in these schools not only popularized English in the country as a whole, but they have also influenced the Namibian masses positively towards the language. This has led to the strong campaign demanding the immediate implementation of English in all schools as the medium of instruction. The campaign is organised by the Students National Organisation, NANSO, which enjoys a united massive support form the rest of the population.

Although Afrikaans is the language of the colonists and hence the main language in the country, it is, internationally, a minority language, only understood by a few. As such it has no negotiative value and its
continued dominance is a hindrance to the political independence of the Namibian people. It has no commercial significance, Namibia being surrounded by English speaking countries. As stated before, the multi-national companies within Namibia already use English and for the furtherance of the economic independence of the country, it seems logical that English should be the obvious choice of 'lingua-franca'.

SWAPO of Namibia, the people's liberation movement, has already adopted English as an official language in the independent Namibia (Kennedy 1989). Therefore Namibians are ever motivated to learn English; it is regarded as a unifying force, a lingua-franca-to-be and automatically a language of instruction in Education.

Unfortunately the inadequacy of teacher training, the poor linguistic competence of many of the teachers and the political climate has, in the past, worked against the progressive development of English as a second language.

It is my aim to discuss the problem of students' lack of fluency and show how authentic materials can be used as part of the solution.
CHAPTER TWO

The problem

Lack of oral fluency, the ability to communicate freely in an unplanned manner, (Ellis 1984) is the problem that I consider most pressing in my teaching situation. I intend to discuss this problem in the light of its causes and the contribution that can be made by authentic materials.

To be able to teach the language successfully, the teacher should know why he teaches, what he teaches, how to go about teaching it and what to use in teaching it. Dubin and Olshtain (1986) explain that teachers who received traditional training and who have only worked with rather conservative materials may not be equipped professionally or emotionally to handle modern teaching materials which leave a considerable amount of decision making to the teacher. This, in a broader sense, is one of the causes of lack of fluency among our English learners.

Many students in Namibia, particularly those in secondary schools, although having been exposed to English Language since their first primary school years, are not yet in a position to express themselves in an understandable English. It has been noted that these students are not
only shy to speak the language, but in fact they cannot even organize ideas to properly express themselves in the acceptable communicative English. The Bullock report (1975) points out a similar problem in Britain. Employers report that young people joining them from school are unable to express themselves easily. This is simply because of a lack of practice and opportunity to express themselves regularly at school. Having understanding of such a situation, one can undoubtedly conclude that without practice, learners will not develop communicative skills and oral fluency will be even worse.

It is known that in Namibia, English was taught in a very discouraging manner. Apart from monotonous lecturing by the teacher, unmotivated reading, writing and grammar translation which the students already found difficult, there was no student participation in the teaching process. Furthermore, the learner could scarcely find the relevance of learning English because he could see no factual connection between the classroom English and that of the community with which he associated. The learner was thus less confident to produce any language on his own. He became gradually shy and negatively motivated towards the language that he was being forced to study. Here we can clearly see how the lack of opportunity to communicate freely and the lack of motivation affects oral
fluency.

Another factor limiting fluency is the contradiction between the establishment's aims and objectives as stated in the syllabus and those of the teacher as dictated by the needs of his students. In Namibia, the syllabus is designed by the apartheid government which opposes the teaching of English in the schools for Black people. The teacher as the implementer of this syllabus has no say whatsoever in its design and no chance to include the genuine needs of his students in relation to their environment, politics or perceived place in society. This contradiction causes confusion, resentment and ultimately apathy by teacher and students alike, with the result that oral fluency suffers. This is never more apparent than in the remote schools where the unequal distribution of funds means that the country child is totally removed from even the artificial stimulus of books and 'grammars'.

When it comes to teaching in the absence of books and all other language materials which the syllabus prescribes but does not supply, the teacher finds it difficult to give communicative activities that will allow students to interact with each other and develop the skills necessary for basic oral fluency.
"The need and urge to communicate through language to fulfill the complex needs of a human being are a constant stimuli to use language. Urges, desires, wants, needs, ideals and values result in conflicting motivations from which the will selects some to act upon and combats others through inhabitation of practice." (Lado 1964). But to be motivated towards learning the language does not guarantee the fluency of the learner if the learning situation is not conducive towards practice. Many students in my situation, even though they have integrative motivation, have failed to fluently speak communicative English, apart from grammar based sentences or the artificial language of the classroom which is more or less drill-centred.

My main problem is to identify what to do to develop oral fluency, the lack of which is the dominating problem for our students in speaking English, and how this can, in part, be overcome by using authentic materials. Dubin and Olshtain (1986) point out that course planning which centres around learners and their needs must concern itself with individual differences in learning styles. For the curriculum and materials development, they added, the emphasis is to design tasks that will allow learners to experience a variety of cognitive activities. Thus, ideally, both teachers and students will become aware of individual learning styles.
The stress here is aimed at reminding the teacher to carefully and creatively engage the students in activities which permit them to think in the language rather than repeat mindlessly and endlessly. Language learning becomes more meaningful to the learner, I think, when he as the user is involved as a whole in the process of learning through participation. He should thus see English as a means of conveying messages, of communicating to other people who might not speak the same language as he, or as a means of expressing one's feelings and ideas to others in everyday life. (Stevick 1980)

However, we cannot just expect our students to be fluent without looking critically at what we as teachers allow them to do with the language. Allwright (1977) once theorized that if the language teacher's management activities are directed exclusively at involving the learners in solving communicative problems in the target language, then language learning should take care of itself.

Defining communicative competence in general terms, Dubin and Olshtain (1986) say that communicative competence entails knowing not only the language code or the form of language, but also what to say, to whom, and how to say it appropriately in any given situation. And this is the
problem with our students. Communicative competence deals with the social and cultural knowledge that speakers are presumed to have, which enables them to use and interpret linguistic forms, which our students are not generally exposed to in the class. In effect it takes in all of the verbal and non-verbal mechanisms which native speakers use unconsciously to communicate with each other, they concluded.

Specifically speaking, oral fluency is a prevailing problem amongst many English language learners in Namibia. Despite the fact that there are so many causes which have prevented these learners from developing oral skills and to become fluent speakers of the language, the lack of relevant language activities in the classroom had been identified as the main cause. The use of authentic materials in this regard is seen as a valuable contribution to the solution of the problem in question. Authentic materials are appropriate for a wider range of oral and communicative activities which foster the development of language fluency among students.
CHAPTER THREE

Literature Review

I want to review the literature with the intention of finding answers to the two questions that follow:

(a) How does one develop oral fluency in the ESL classroom?
(b) What part can authentic materials play in developing oral fluency?

a) How does one develop oral fluency in the ESL classroom?

Allwright (1988) points out that lack of opportunity to develop oral skills in the classroom means that, the learner is unable to communicate fluently in the target language outside the classroom. Again Stringer (1972) says that to speak is a social act primarily a form of social interaction to human society. In other words if in teaching English we do not base our lessons on such ideas to make speaking part of our teaching and learning by allowing student and student to interact to each other, or student to the teacher and the teacher to the student, then the language lesson will be doomed.

So, here we have two guidelines. Firstly: developing
oral fluency means giving sufficient language practice in the classroom, and secondly, making practice a form of social interaction. This rules out choral repetition as a method of developing communicative fluency. This is because the learners have no communicative purpose, or initiative about the language used.

The aim of teaching the language to the students is for them to speak it. Dubin and Olshtain says that the speaking skill needs to be defined in terms of the communicative use the students will be able to make of it, thus the learners need to be presented with tasks which are concerned with language skills as real communication in real time, in the classroom.

Even in our school system with over-crowded classrooms of 60-80 students per teacher, teachers need to find a means or method of combating this lack of fluency in ESL students.

Wilkins (1976) discusses the implication of language fluency in the shadow of the type of syllabus being used. He says that by drawing up the national syllabus, instead of asking how speakers of the language express themselves or when and where they use the language, we ask what it is they communicate through the language. The
key questions are thus:

a) What kind of semantico-grammatical knowledge does a learner need to have in order to communicate effectively?

b) What kind of skills are needed for communication?

c) What type of learning/teaching activities will contribute to the acquisition of the communicative skills?

Here, the focus of grammar is no longer the internalization of rules, but rather a view of grammar within a communicative work, that is to say; once the communicative task is defined, we can select structural features necessary to complete it. It might have some acceptable point that the syllabus can sometimes draw the teacher from teaching English in the way the learners can develop the necessary skills enabling them to speak the language fluently.

As Larsen-Freeman (1983) says that the teacher chooses how to structure choice. We should regard ESL teaching as directed by the teacher and not the teacher directed by ESL. Dubin and Olshtain (1986) further say that the teacher population is the most significant factor in determining success of a new syllabus or materials.
These statements challenge the teacher to prove his teaching ability by bringing up better results in such occasions where students are pressed by lack of language fluency. The teacher is simultaneously reminded about the autonomous power he has to make decisions about his teaching styles as long as he does not get into the conflict with the aims and objectives of teaching the language to the particular level of learnness. "In order to achieve a degree of communicative ability, the learner needs practice in coping with communicative situations involving the realistic integration of language skills and the development of cognitive strategies, eg. how to deal with the problem of real-time responses and unpredictability in normal conversation". Cunningsworth (1984)

Although oral fluency might be slightly different from communicating, they are somehow related in one or another way. What Cunningsworth is highlighting can be useful to the development and fostering of oral fluency which we are concerned about. In the same line as Cunningsworth, Morrow (1981) says that communication involves information gap, feedback in the interaction and choice in language used. So, what we should strive for, is to get always an opportunity for an activity that will allow students to practice communicating and that the activity should
involve a reason to speak in real-life situation, and they should be reasonable to learners. This means that students should see their purpose. In addition these should be a logical follow on to what they say, and they should be free to chose what way they speak.

This points us to the kind of free pair work, group "jigsaw" reading, ranking and other opinion based tasks. (Morrow 1981, Ur 1981, Geddes and Sturtridge 1982, and Prabhu 1987)

Therefore our activities are going to start with an identified purpose (a task to complete or a problem to solve). They will then provide input (a stimulus in the form of pictures or texts) and require the learners to use the information in the input to help them achieve their purpose.

b) What part can authentic materials play in developing oral fluency?

First we must remember that authentic materials and authentic communication are only useful in the classroom in as much as they help the learners develop the required skills.

This means, they supplement the classroom procedures, not
replace them.

"Too exclusive art concern for authentic language behaviour as communication can lead to disregard of methodological principles upon which the pedagogy of language teaching must depend". Widdowson (1979).

In the first part of this review, appropriate methodology was discussed. Now what can authentic materials add?

Authentic Materials has a prominent role to play in ESL teaching. As indicated by various authors and ESL professionals, we can see that:

1. These materials provide the real language data input for students to work with and which they require to make a start that is based on a spoken language. "Teach the language as it is, not as it ought to be". Lado (1964). Stressing the same point is Grellet (1981) who insisted that "Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. Hubbard et al (1983) who does not only advocate the use of authentic materials in general, but feels also that the language content of these materials becomes more meaningful to learners provided that they (materials) are used in their original form, he
explains it in the following words:

"Authentic materials are also important as a motivating device. Students get real satisfaction from having made some sense out of real-life language at the early stages. If teachers can show students how easy it is to understand something from authentic materials rather than how difficult it is to understand everything, then students are more likely to want to understand more."

2 Authentic materials are usable in drawing together the social life where the learner is from and the classroom where he spent half of his time. They practically show the learner that the language they learn in the classroom is for communicative use back in the community as well. Pointing to these materials Wilkins claims that "such materials will be the means by which he (the learner) can bridge the gap between classroom knowledge and an effective capacity to participate in real language events". Wilkins (1976).

And this is the language of the real world that learners need to be exposed to because that language is uncompromising towards the learner and reflects real-world goals. Clarke (1989)

Byrne says that "The important point, as always, is to
meet the needs of the learners". Byrne (1986)

Since our main aim is to develop students' language fluency, authentic materials particularly those which contain the language content and societal issues of the learners, will be good to use in the classroom. They link the classroom learning situation with the society - see the diagram:

The diagram indicates the relationship of language teaching/learning between the classroom and the real-life situation by using the authentic materials appropriately to the learners' needs.

"In general authentic materials are best used where the learners themselves are likely to appreciate them and accept them in spite of difficulties." Byrne (1986)
genuinely unplanned speech in students. The reaction (comment, question, agreeing etc) comes as a result of how the learners understand the material and activity. Widdowson reasons that "...it is probably better to consider authenticity not as a quality residing in instances of language but as a quality which is bestowed upon them, created by the response of the receiver" Widdowson (1979). He further clarifies that authenticity is a characteristic of the relationship between the passage and the reader, and that it has to do with appropriate response. Widdowson (1978). The activities which are presented with the use of authentic materials usually generate spontaneous and unplanned speech in individual learners.

4 Another remarkable point about these materials is that they build self confidence among students. The students, by being exposed to authentic materials in the class, get used to the materials. This motivates them to use these materials back in the society, e.g. reading the newspaper, listening to the news, speaking at social events etc.

"Our teaching must have at its base a consideration of what our students need to learn, that is, what they will do with English in completing their course." Cunningsworth
(1984) He further stresses that "Students, particularly more sophisticated adults and teenagers, need to feel that the material from which they are learning has relevance to the real world and at the same time relates positively to aspects of their inner make-up such as age, level of education, social attributes, intellectual ability, and level of emotional ability".

All of these are embraceingly developed and better practiced by the students through the use of the authentic materials.

We can therefore say now that authentic materials can be a passport to students' language fluency, provided that they are correctly used according to the student's language needs.
CHAPTER FOUR

Proposals for solution

This proposal comes in two parts:

1. Classroom based ideas as (exemplified in Chapter 5)
2. Integration of the project into Education program

1. Classroom based ideas

I propose to tackle the problem of lack of fluency by providing appropriate practice in the classroom by using authentic materials in task based activities.

I intend to show how authentic materials are suitable for a wide range of these activities, and that because of their authenticity they add a real value to the speaking practice the learner gets. Basically, they provide for increased motivation, they stimulate genuine responses and their use helps the learner build up confidence for using them outside the classroom.

Apart from developing oral fluency stressed as the specific problem among our ESL learners, Authentic materials play a major role in other areas of language development e.g.
a) Texts and pictures
The use of authentic materials of this kind, chosen for their up-to-the-minute relevance will often be used by the students in real-life e.g. The Namibian (Yesterday's copy) or a train timetable, which are in daily use outside the classroom, can, when used in the classroom, bring an immediacy and relevance to the activities in which they are used. Such type of authentic materials cannot only be used as activities to keep the students busy, but the students are engaged in the factual life in the society when they have to read The Namibian for general information, scanning and skimming through a distributed pamphlet or when they have to read for specific information from a train timetable because they have to catch a train to somewhere at a specific time.

b) Listening and watching
Authentic materials such as tapes, videos, filmstrips, T.V. and many others are very beneficial to the students. What they listen to or watch is not artificial, but something from the real life. It might be something they know, a function they have attended or news that concern them. In these types of listening they get the exact way of speaking e.g. false start, fillers, hesitations, background noise, and the natural voice modulation of stress, intonation etc.
In this way they apart from learning the natural speaking skills mentioned earlier of interaction, turn taking, agreeing and many more, at the same time they acquire the non-verbal side of communication. They also get used to listen to people with different accents and to select their listening e.g. hearing everything but only listen to the important or relevant information they need. This is training the listener to discard or ignore certain sounds like the err-----, mh of false starts. (See also Chapter 3 and 5). This practice will be of a kind that actively engages the learner in communicative tasks. The learner will have a reason to speak, a communicative outcome in mind, and be free to select the language used. The structure of the activities will be such that spontaneous speech will be appropriate and there will be no overt correction of mistakes. The speech will, therefore, be relatively unplanned. This is what Ellis (1984) recommends for the solution of our problem.

2. Integration of the project into Education program

There are three methods of integration under discussion viz:

1. Teachers under training
2. In-service training
3. Pilot school
Much has been said about the use of authentic materials in this project but nothing has been explained about the project integration into the education program. With the great interest of learning English, Namibian teachers are eager to learn and discover better ways of teaching and learning English with much success. In the independent Namibia under the SWAPO government education will be conducted in English as the medium of instruction in all subjects. This means that more teachers who are trained to teach English and to influence its communicative use are needed. Duggal (1981) speaking about the scarcity of English teachers in the independent Namibia reveals that it has already been seen that trained teachers of English will be in short supply. The evidence suggests that those presently holding posts are either untrained or inadequately trained to teach either in the mother tongue or in English. Therefore, there will be need for intensive, extensive, and inservice training schemes to be set up for teachers both at primary and secondary levels. Under such a circumstance I believe that there is sufficient room in the education program to accommodate the integration of the project we are concerned with. As a former lecturer in the Ongwediva Teachers' Training Centre I feel confident enough to negotiate into an agreement with the College authority for the integration of the project into the College program once I return back
to the College or to do the same if I have to lecture at a different College.

Before discussing the three methods of integration as listed at the beginning of this unit let us look first at what I call "Attitudes toward changes"

**Attitudes toward changes**

Any kind of change touches people in one way or another way. Because this project is more educational, it touches all those who are concerned with education, i.e. the education department as a whole, the schools and College authorities, the teachers as the implementers, the students as receivers, and the whole nation as a society where the students come from.

If everyone is touched by a move of change such as this one of the project within the education circles, automatically there is a reaction of attitudes for or against the change, depending on how one understands it or how it has been presented to him.

The project we are concerned with is not just a simple change. Suppose we use the term 'innovation' which White (1987) describes as more than a change by saying that innovation is planned and deliberate, it is intended to
bring about improvement, and it is fundamental in nature. Importantly, he continued, innovation is perceived as new by all involved with it.

This innovation, as he further explains, arises in response to a number of influences from outside the school, and others from within. It can be a change in teachers' attitudes and practices, it will often involve an increase in teachers' work loads, and it will almost always involve time, cost and evaluation.

Although there will be, of course, formal negotiations and transactions of some kind with the education department, Colleges and School managements, let us assume that the project will be incorporated into the education programmes i.e. in the College(s), Schools and In-service training schemes. At this juncture I want to focus to the teacher's attitudes as an implementer.

Kennedy (1989) speaks about three types of innovation strategies that can affect innovation implementation. viz:

1 The rational-empirical
These strategies assume that (a) people are rational, and (b) that they will follow their rational self-interest once it has been revealed to
them. In other words, if one discovers a useful idea, it does not imply that he can think better than anybody else. Such an idea should be given to the group of colleagues to discuss it, discover its usefulness and decide jointly how to go about it. If the project action plan is carried out in such a way, then the teachers will be involved in all the stages of the project plan, in decision making, and they will feel executing the program of which they were part and parcel of the planning. Maybe I will be just an observer or a facilitator during the stages of discussions and evaluations.

Normative-re-education strategies
The second strategies pay closer attention to the values and attitudes of the potential group of users of the innovation. Change in a pattern of practice or action, according to this view, the change will occur only as the persons involved are brought to engage their normative orientations to old patterns and develop commitments to new ones. These strategies are based on 'each one teach one' in the sense that, they emphasize "experience-based-learning as an ingredient of all enduring changes in human system" and further recognize that people have to learn from their
experience, hence the need to develop research into small group dynamics, attitudes change strategies etc. Here again the teachers will be their own teachers by sharing and exploring ideas about their experiences with the project to each other in seminars and workshops.

3 Power-Coercive strategies
The power-coercive strategies are more departmental and administrative. Kennedy (1989) describes them as emphasizing political and economic sanctions in the exercise of power. They generally go unnoticed when used by those in legitimate control of the system, but become particularly worthy of note when they are used by those who have no such legitimacy.

These strategies go then hand-in-hand with what the Namibians as a nation have done by forcing the colonial government of South Africa in Namibia to implement English as the medium of instruction in schools and teach it as a main communicative language.

Such strategies, although not quite recommended and not to be used in this project, have some acceptable values.
It has been stressed in our discussions that this project should not be regarded as a decision which is final rather than a proposed plan of action. This will then give an open chance to all those who are involved in ESL/EPL teaching programmes, to discuss the project content, to add more ideas and to subtract if required, so that it can satisfy their operational situation, since they are their own implementers. And also to be enlightened by the proposer of the project where needed.

However, integration of this project will be done through the first two strategies of innovation viz No.1 and No.2.

In addition to the above White (1987) says that clarity is not something which can be pre-packaged in some sort of blueprint; it is something that grows through dialogue and questioning.

He went in by explaining that all who are affected by the change need a clear picture of what it will mean for them: what will they be doing differently, after the change has been implemented? They want to know specifically what it means in practice for them. But let us come back to the three forms of the project integration.
1 Teachers under training

Teachers under training can be better equipped with skills and knowledge about the use of authentic materials. The College lecturers, those who teach English, will also be encouraged by my presence to put the project into practice because together we will be chanced to exchange views about the progress and problems they encounter during implementation.

Teachers under training will not only observe the implementation techniques during the lectures and demonstration lessons but they will also experience themselves during their practice lessons at various schools where they do proof-teaching or when they do their micro-teaching at the College.

By the end of their training, these new teachers will be ripe enough to apply what they have learnt into practice at their respective schools. And by doing this, they will also influence old teachers to adapt the new way of teaching English. In addition, the College is an appropriate institution of education to begin this project, because in the first place it is supplied with a range of equipment and all sorts of materials to which the trainee teachers can be exposed so that they can find
alternatives to fit the kind of their own situations. Secondly College lecturers of whom most are highly motivated to learn new things and adapt themselves to meaningful changes, hopefully will not hesitate to meet the challenge once the idea is discussed with them and is also approved by the authority.

Again it is through the College graduates involved in teaching, that the just evaluation can be made on the project's validity and appropriateness by looking at the work of the full-course trained teachers and decide jointly on the changes to be made about.

2 In-service training

In-service training programmes for teachers already involved in teaching. I remember some of these programmes for English language teaching which I have attended. These programmes include workshops, seminars and courses which last some for one week, two weeks or even longer. This is not something new to teachers, and there is a great demand for more courses and workshops.

With the integration of the project, the courses and workshops will be organised regionally first. The aim is
to establish a team of volunteer teachers which will be fully equipped with all possible information and practices in the interest of the project and which is committed and determined to conduct in-service training courses, workshops and seminars to further and encourage the practical implementation of the project in their respective areas and districts.

Each regional team or teams depending on the number of volunteer teachers after attending their workshops and courses fully, will be given certificates to prove what they can do and what they have learnt. Then they can divide themselves in smaller teams to cover their areas. Such courses can be done during school holidays, after school hours or during weekends. Each team will be left to make its own decision.

Teams can be rewarded either by the Department of Education, by the teachers' association, or by any means depending on agreement.

An arrangement is to be made about how such training teams can come together on a regular basis either on regional or national level for refresher courses and for evaluation of the project progress. This will give them a chance to share different ideas and to make amendments there upon.
In such a way the project is being monitored in a continuous progress.

3 Pilot School

A pilot school idea is another option of putting the project on the test scale. To specify a particular school to be used will be too early, because this is one of the many decisions which will be jointly taken by those who will be involved within the project.

Although there are many secondary schools situated near Teachers' Training Colleges from which I think the pilot school can be chosen; it is not necessarily to be the one near the College, therefore the question is one of which can possibly be postponed to later discussions. The pilot school will be staffed with ESL/EFL teachers trained in the interest of furthering the project aims and objectives in the College of Education during their training or during the In-service training, workshops, courses and seminars.

These teachers will be either selected by the education department or by the project national training team and they will be given specific tasks to report to their
appointees. An independent monitoring committee can be appointed to give its report based on observations at specific times. Such a school will be provided with all possible materials in their demands and suggestions. During the summit, the project's success or shortcomings will be evaluated. And hopefully the popularity of authentic materials will not only enjoy mass educational use particularly in ESL/EFL at secondary school level but rather extra use at all levels of education in Namibia at large.
CHAPTER 5

Practical lesson samples

Lesson 1

Topic: Discussing feelings (Specifically anger)

Level: Standard 6 (Secondary level)

Time: 2 x 35 minute lessons

Aim: To provide practice in free speaking, but focussing on the topic on feelings.

To provide practice in using the vocabulary of feelings, and (if the students don't produce it themselves) present the following cline of words for "anger"

irritation,
annoyance,
anger,
outrage,
fury

Teaching Materials: Two pictures from newspapers

Chalkboard

Paper for groupwork

Five tape recorders and tape cassettes, (blank)

Size of class: 50 students per class
Sex: Boys and girls
Ages: 15 and 16 years
Language level: Mixed abilities
Class organisation: (a) sit in pairs - informal
(b) sit in groups
Lead in 10 min: Teacher asks the students about the meeting, conference or any event they have attended. e.g.:
What event or function have you ever attended?
Where was it and when?
Can you tell us briefly about it?

Presentation

Task 1. 15 min.
Teacher to students: As we know that at various events we find many people, some we know, some we do not know, here is a photo for you to look at.

Instructions:
In pairs discuss about your picture, tell us whom the persons/person in the photo are/is. (You may guess)
Tell also about where the photo was taken (if you know or you guess).
Describe the mood of persons/person in the photo by making
a list of as many words as you can think.

The teacher now gives out the photographs. There are 2 different photographs. Half the pairs get photographs (A), the other half get photographs (B). Each pair gets one copy of the photograph (A) or (B).

Task 2. 15 min.
The students make groups of 4 with students who have the same picture. In groups students discuss their lists of words to agree (Groups consist of students with the same picture)

Instructions:
(a) In groups compare your lists of words and draw one list of all the words you have produced between you.

(b) Now in bigger groups (2 x the previous groups) compare and draw one master list of words about your picture. This list you will present to the class. In drawing up your master list, focus on the problem of organising the words into sets. e.g. Words for anger can be put like this:
fury,
outrage,
anger,
annoyance,
irritation.

Task 3.  15 min.
Before report back.

Instructions
Choose a group reporter and finalize your master list.
Groups report back.
The teacher writes each group's master list on the board.
Groups agree/disagree about each others' reports.
The teacher has his master list of words for each picture
to check whether the students have mentioned many or few
of the words he expected.

Task 4.  Conclusion  15 min.
Students are placed in their original groups.
They will complain in their groups about students'
harassment by Koevoet at their demonstrations.
The teacher expects the students to use some of the words
they discussed in former tasks.
Each group will be given a tape recorder and cassette tape to put its complaints on to tape.

Groups will send their tapes to "The Students' Voice of Namibia" the NANSO newspaper.

The address: The Students' Voice of Namibia
P.O. Box 22013
Windhoek
Namibia
9000

Although the address is known almost to every student, the teacher still has to write it on the board.
Lesson 1

Materials for vocabulary

Based discussion. Photo (B)
Lesson 2

Topic: Conscription in Namibia
Level: Standard 7 (Secondary level)
Time: 2 periods 35 minutes each
Aim: To provide for free and interactive oral practice where students negotiate meaning.
To give free practice in the language of opinions and supporting.
To allow students to develop fluency via practice in unplanned speaking

Teaching Materials: Copies of cartoon for every pair of students.
Chalkboard
'Blue tac'
Copies of text, one for every pair worksheet, one per group

Size of class: 50 students per class
Sex: Boys and girls
Ages: 16 and 17 years
Language level: Mixed abilities
Class organisation: (a) sit in pairs
(b) sit in groups - informal (5 groups of tens)
Re-arrange groups of tens

Lead in 5 min: (a) Use the cartoon to generate
interest. Teacher to students; look at the cartoon for about 2 min and tell us what it is about.

(b) Teacher asks students to share their opinions about cartoon

Presentation:
Task 1.
(a) Teacher shows the article briefly, explaining task one, that each pair will be given a piece of the introduction to read it and tell us what they think will follow. Instruction: discuss with your partner first before you tell us what you think will follow. 3min.
(b) The teacher asks students to provide answers - open session (Teacher writes the answer on the board. 2 min.)

Task 2. 15 min.
(a) Each pair is given a piece of the text to read.
Instructions:
Read your text and make notes on a clean paper about what you think are main points.
Discuss this with your partner to agree or negotiate.

(b) All pairs with the same piece of text (texts are
marked a, b, c and d) form one group.

In your group choose a scriber and a reporter.

Compare the main points, discuss among yourselves and come up with a group report.

Groups report; discussions and comments.

Task 3. 10 min.

New groups consist of students from various previous groups. Each group is given a set of four sub-headings.

Instructions:
Find the heading that is best corresponding to each piece of text.
Note it down when you agree and find a reporter to present your case.

Task 4. Group task - in plenary session. 10 min.

When the groups report, each group will present its case fully, justifying its decision. Members of the group may defend their group's choice and members of other groups have the right to argue if necessary and justify their dissatisfaction. All groups should reach a consensus.
Task 5. 15 min.
In groups, what do you think we should do about this conscription.
Groups report.

Conclusion. 10 min
The teacher displays the article on classroom wall and tells the students to write for further information or comments. This will be done individually or by groups.

See, copy of text.
As war resistance in Namibia is stepped up, Gerald O'Sullivan of the Committee on South African War Resistance (COSAWR) highlights recent developments.

In the Windhoek Supreme Court last month two Namibians lost their appeal against conscription into the Namibian wing of the South African Defence Force (SADF). Alfons Kotjipati and Edward Amporo had been called up to serve for two years in the South West Africa Territory Force (SWATF).

The two had appealed to the Windhoek Supreme Court to have their call-up instructions set aside, arguing that the puppet 'interim government' had no right to conscript them under a foreign law, the South African Defence Act.
Texts and headings for lesson 2. Activites

A

Four years ago, Eric Binga presented the first legal challenge to the conscription law when he was called up. He argued that he could not be called up because conscription of the ‘indigenous population’ was forbidden in terms of South Africa’s old League of Nations mandate over Namibia.

He also argued that since South Africa’s occupation of Namibia was ruled illegal under International Law in 1971, all its laws were illegal and on that basis, South Africa had no right to conscript him. The case was referred to the Appellate Division of the South African Supreme Court where a ruling has still not been made.

C

In court, Amporo said he was deeply perturbed at the prospect of ‘having to render service in the Defence Force of South Africa, which illegally occupies my country, and to take up arms against Namibians who are engaged in a military conflict with the South African forces’.

These sentiments were echoed by Rashid Rooinasse, a young Muslim who is now also on trial for refusing to report for duty. He said ‘As Muslims, and as part of the oppressed, we must oppose the SADF and reject their entire system to the utmost of our power...’

B

Protest against conscription is not confined to the courageous stand of a handful of individuals, like Eric Binga. Namibian youth and student movements have consistently opposed the draft.

SWAPO Youth League has called on Namibians to oppose conscription on a number of occasions. During February, a representative of Namibian National Students Organisation (NANSO) told a meeting of exiled South African war resisters in London that Namibian students were planning to start an anti-conscription organisation. In 1984 NANSO extended support to the South African-based anti-conscription movement, the End Conscription Campaign.

In the past, opposition to conscription hinged on objections to collaborating with the South African occupation forces. Anti-conscription feelings have now been given new impetus by the massive invasion of Angola; where Namibian forces are being used in the front line against the Angolan FAPLA forces.

Heavy losses of black Namibians kept white casualties to a minimum, but a wave of mutinies in SWATF battalions resulted. In November last year 360 troops from 101 Battalion refused to fight and were jailed in Walvis Bay military prison. One soldier who had resigned said they objected to being ‘used as Unitia mercenaries against our will’. He accused the SADF of being cowardly by sending Namibian troops in first to keep down white casualties.

Young Namibians know that conscription means participating in their own oppression and that they will be forced to take up arms against their peers in SWAPO’s armed forces. Now they know too that they will be cannon fodder for South Africa’s war against Angola.

Youth protests
Illegal Occupation
Legal Challenge
Extensive Resistance
Conscription in Namibia

As war resistance in Namibia is stepped up, CAIRAM, O' Sullivan of the Committee on South African War Resistance (COSAWR), highlights recent developments.

Defence Act, to supplement the measures taken by the South African Defence Force (SADF), last month two Namibian men, Black and White, were sentenced to a year in jail for refusing to serve in the SADF. These men were among the thousands who have refused to serve in the SADF since it was established in 1980.

In the Windhoek Supreme Court last month, two Namibian men, Black and White, were sentenced to a year in jail for refusing to serve in the SADF. These men were among the thousands who have refused to serve in the SADF since it was established in 1980.

The introduction of conscription into Namibia is a violation of the country's freedom.

Conscription in Namibia is a violation of the country's freedom.
Lesson 3

Topic: BBC Radio news
Level: Standard 6 (Secondary level)
Time: 35 minute lessons
Aim: To provide integrated skills. Practice (listening, note taking and free speaking).

Teaching Materials: Taped cassette with news
Tape-recorder
Chalkboard

Size of class: 50 students per class
Sex: Boys and girls
Ages: 15 and 16 years
Language level: Mixed abilities
Class organisation: (a) Half moon circle
(b) Pairs
Groups of 1 x 10

Lead in: 5 min Teacher starts with question e.g.
a) Does anybody have something to tell us?
b) Where do we get the news? etc.
Presentation:

Task 1. 5 min

The teacher writes some subjects on the board e.g.
- War
- Industry
- Hunger
- Sport
- Peace

The students listen to the tape and identify the subjects as they hear the headlines.

Instructions:
Listen to the head-lines one by one and predict what the story(ies) is/are all about.
This is done by individual students.

The teacher plays the tape and students after listening to the headlines, give their opinions

Task 2. 5 min

Teacher to students: Now listen to the news and note down the main points only.
When the news is finished, compare with your neighbour.
Task 3. 5 min
Teacher to students: While in pairs, listen again to the news and check your notes. Teacher replays the tape.

Task 4. 5 min
Teacher to students: In groups discuss to agree on the main points of the news you have noted down.
Find a secretary and a reporter for your group.
In plenary session:
Groups report back and discuss differences.

Task 5. 5 min
First in small groups of 5 and then in groups of 10.
Students replan the news as if they were broadcasted by the independent Namibia Radio Services.
(The Voice of Namibia)
In plenary session.
Report back and discussion.

Conclusion: 5 min
Discussion about the possible recording of "alternative" news program which the students will prepare in groups, in the next lesson.
CHAPTER SIX

Implementation

Implementation will be discussed into two parts.
(1) It will look at the implementation of the materials in Chapter 5.
(2) It will look at the guidelines for teachers in preparing authentic materials for the use in the classroom.

1. Language learning takes place in situations, and as previously discussed in former chapter, as teachers we should know our target, that is, the students and their aims in learning English.

In this connection, thorough lesson preparation is needed to respond to the students' problems and needs.

"The students population is the other significant factor in the classroom. In many new communicative programs, students are expected to take an active part in the learning process. They are put in situations in which they must share responsibilities, make decisions, evaluate their own progress, develop individual performances and so on. These requirements may be new and unfamiliar to the students themselves. In order to help them become
responsible learners, a period of learning how to learn is vital. Students may have to learn to do group work, to become initiators of activities etc." Dubin and Olshtain 1986.

If we look at the lessons in Chapter 5 in the light of these discussions of Dubin and Olshtain, we may understand why they have been prepared that way. But before we specifically look at the practicality of material implementation, the teacher should consider certain points before or while planning the lesson. Amongst these points are the following:

a) Students' needs.
If we have established what are the needs of our students, we are able to identify the aims of our lesson. In turn we can better choose the activities and hence the materials that will enable our students to achieve those aims efficiently.

b) The Class.
The teacher should be able to understand his class in the following terms:
Small or large (space)?
Number of students per class? Sometimes teachers have overcrowded classes with 60-70 students.
Ventilation, too cold, too hot, large windows or small?
Any curtains on the windows?
Furniture, enough seats for everyone?
Floored, tiled, lit (electric light)?
Ages and sex of students?
Language level and interest of student? etc.

c) Organisation of activities.
Indoor and/or outdoor
Individual, pair or group
Form of tasks, speaking, reading, writing, listening, etc.
Controlled, free, communicative, any other?

d) Authentic material to be used.
Audios, audiovisual, visual?
Where and how to get them?
Operation, mains or batteries?
When to use them, date, time, class, reason?
Other materials to be used?
Appropriacy of materials, changes, any training needed?

The three lesson samples in Chapter 5 are not advocating that this is the only method of planning lessons especially when one is using the authentic materials.

They are rather showing us one of the many ways of doing
so. Abbott and Wingard stress that "...because teachers vary in their personality, in the way they teach, in their treatment of the text book and other materials, their lesson plans differ." Abbott and Wingard (1981). In agreement with their idea, I further say that teachers with different good ideas of lesson planning should follow theirs, in the light of what we are discussing here.

Abbott and Wingard (1981) continue by saying that "The lesson plan should emphasis the activities of the learners because it is these activities that will bring about learning." In other words, so long as we keep the activity purpose in our lesson clear and responding to the lack of fluency which is a pressing problem of our ESL students, there is no harm to the learning situation.

Let us not also forget that "With respect to teaching methodology, it is crucial that classroom activities reflect, in the most optimally direct manner, those communicative activities that the learner is most likely to engage in...." Furthermore, communication activities must be as meaningful as possible and be characterized (at increasing level of difficulty) by aspects of genuine communication such as its basis in social interaction, the relative creativity and unpredictability of utterances, its purposefulness and (goal)-orientation and its
authenticity." Canale & Swain (1980).

In this regard, authentic materials feature strongly in the three lesson samples because they contain the real-life language which is met by students in everyday life. Its content can be used to generate unplanned speech - (see aims and objectives).

Let us look more at the lesson plans and to what they are contributing to the students' language fluency.

Aims.
In all three lesson plans, the aims involve and promote speaking. This helps us to focus our attention in every activity of the lesson to the general aim.

Lead-in stage.
In all three lessons, it is done with open questions which involve students talk by sharing their personal knowledge, or it is presented with a cartoon which also helps to generate non-controlled discussion among the students.

Tasks and activities.
"The aim is the demonstration of the target language functions in an authentic context" Cunningsworth (1984).
Although activities sometimes involve reading and note taking, the biggest part of their performance is speaking. And this promotes fluency which is the students' main problem. These tasks are designed in such a way that they allow interaction, agreeing, turn taking, negotiating and other forms of language skills.

Cunningsworth (1984) further says that "If we are to get away from the claustrophobic situation of using language for its own sake, we need to see that the materials which we adopt make use of language in order to convey information, express opinions etc. which are of genuine intrinsic interest to the learners".

Now we look at the commentary of each lesson plan with regard to the lesson aims, activities and materials.

Lesson 1

Aims: These aims show the connections between language input and skills practice. Students often need something to talk about, as the classroom is not the outside world and roles are usually "too" clearly defined i.e. the teacher talks and the students listen.

It is also necessary to milk the activities
for all their potential so that vocabulary practice and developing fluency can usefully be fitted together.

**Activities:**

In this lesson, the students are free from the beginning to participate. The teacher simply guides them from collecting vocabulary to sorting it and ultimately using it.

The students respond to the picture, produce their own vocabulary, add some selected words from the teacher, if necessary, then use them in free speaking activities.

The activities have a point that students can see, and each student has an opinion to say.

**Materials:**

This lesson uses photographs of real people in real situations which have a direct relevance to the students. They are provocative and also genuine source of data on mood - the topic of the vocabulary practice.
Lesson 2

Aims: These aims show that although speaking is 'unplanned' it is not without direction. The choice of activities and materials will 'direct' the students' choice of language, yet stimulate them to spontaneity.

Activities: These activities, once explained by the teacher, are entirely student centered. The activities practice the skills of reading and predicting. The language they stimulate is the target language of opinions. The students have to co-operate to exchange information and complete the task. Therefore, in the process of negotiating meaning, the activities feed into each other to provide a genuinely communicative cut -me.

Materials: This lesson uses a text, cut into sections. The text is relevant to the students' situational views. The text deals with issues which are of everyday relevance and which deal with a subject
which causes strong emotion. The language used in the text provides example of genuine language use i.e. good input for the acquisition process.
Lesson 3

Aims: The aim of this lesson is to provide integrated skills, realize that no one skill stands alone and that communication involves the use of several skills in tandem.

Activities: These activities are, by necessity, more teacher centered but, every opportunity is taken to involve the students in free and constructive discussion. Listening is encouraged by the need to take notes and note taking is, in turn stimulated by the need to have a 'reference' during this discussion.

Materials: The taped recording of the BBC news is only an example of what I would use. Ideally I would use a recording of the Namibian National News (From the Voice of Namibia), recorded as near to the date of the lesson as possible. The recording would be relevant to the students lives. The language that they heard would be that of the 'educated' person, but in a form clearly identifiable by themselves. The
news would be relevant, even if read in an accent or dialect that is 'foreign' to the students' area because everyone in that area will have heard, and be reaching to, that same news broadcast.
How to use the authentic materials

Printed materials

Printed authenticity has a variety of use in ESL teaching. If they are selected appropriately to the aims and objectives of the ESL course, they can make teaching and learning more interesting and better in achieving the success. Here are some hints to remember when using printed materials:

- Select materials corresponding to the activity you want to teach.
- Make copies to provide each one, pair or group with during the activity.
- State clearly what the student(s) will do with the material.
- Page or number the materials if there are more than one.
- Enlarge material if the printing is too small.
- Consider how long to use them per lesson.
- Arrange them according to lesson progress.
- If you display them on the board consider using magnet board, ticktac, glue, etc.
- Avoid overcrowded materials, those with too many items on a page not of the same topic.
- Always check your methods of implementation and the students' responses to the activities in question.
- Keep your materials always safe after use for future use.

How to use Recorded materials and audiovisuals

Listening materials have the same advantages as printed materials in their authenticity, except that they add extra value on the part of listening. They can be used to teach most of the language activities fostering communication.

- Make sure the activity goes hand in hand with the piece of material intended to use.
- Make sure you know how to operate the apparatus, batteries or mains.
- Test its function, volume and where to place it.
- Make the task clear to the students.
- Arrange the sequence of events accordingly.
- Allow maximum practice to the student in the activity.
- Avoid unwanted pieces in your listening materials.
- Be tactful if any problem rise during implementation.
- Arrange the space and seating arrangements before hand.
- Note that some of the materials are watched better in darker rooms/places.
- Time the breaks for discussion, questions, sharing of opinion etc.
- Rehearse to check function of the material (if mains/batteries).
- Have follow up activities.
- Keep your materials always safe for latter use.

During implementation, the teacher will learn many things by handling and preparing the use of different authentic materials discussed in this section. However the best in achievement is in the performance of the teacher who is committed to improvement by always monitoring his progress and make changes to suit his needs.
CHAPTER SEVEN

Evaluation

Evaluation will be done into three parts.

1. Specific questions to be asked before adopting authentic materials.

2. Evaluation of authentic materials used in the three lesson samples in chapter 5 following their contents during implementation.

3. Some notes on an ongoing critical evaluation of the project implementation procedure.

1. The aim of the question in this part is to help the teacher to take a critical consideration about the authentic material he intends to use. He should therefore be able to answer the following questions before adopting the use of the authentic materials in the lesson:

Questions.

a) Is the material appropriate socially; politically; culturally or religiously to the learners?

b) Is it offensive in any way?

c) Is it large enough/loud enough for use even in large classes?

d) Is it copiable?

e) Does it require pre-teaching and/or training before use?
f) Does it really meet the objectives and requirements of the students and the course goals as set?

"The art of evaluation involves creating a design and gathering information that is appropriate for a specific situation and particular policymaking context". Patton (1987). The above questions apart from helping the teacher to examine the validity and appropriacy of the authentic material to be used, he also gets a clearer vision of how his lesson will be presented in order to be beneficial to his learners.

Henerson et al. (1987) explains that: "The more influence your findings will have on important program decisions, the greater the need for a variety of measures."

In this connection, it is reasonable for the teacher to answer the questions in (1) by himself before using the authentic material in mind.

2. In this evaluation, the teacher evaluates the effectiveness of the authentic material used in the three lesson samples (in Chapter 5) with special focus on the activities, the learners' responses and lesson aims.
After each lesson has been taught, the teacher should complete the evaluation form below. This will help him to make some changes (if possible) in the next lessons. This form is to be completed by the teacher after each lesson in Chapter 5 has been taught. Mark the appropriate answer for each lesson in the block with (yes) or X (no).

<table>
<thead>
<tr>
<th>Question</th>
<th>Lesson</th>
<th>Comment</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Is the authentic material relevant to the students'?</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2. Does the authentic material contribute in practice to oral fluency among students?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Is it usable in large classes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Does its language content suit the level of learners as used?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Does it require any extra training/rehearsal before implemented?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Do you want to make any alterations for the use of this authentic material in future lessons?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3. This section will look critically at the ongoing evaluation of the use of authentic materials in the project as a whole.

The aim:

a) To get the overall feeling of both the implementers (the teachers) and the receivers (the students) about the use of the authentic materials.

b) To allow feedback from all members involved i.e. training teams, teachers and students, about how they think authentic materials can be better used to improve oral fluency.

c) To evaluate the contribution that has been made up to a certain time by the use of authentic materials.

d) To jointly bring up a tentative program based on the feedback and experimental knowledge of the teachers and training teams.

I agree with Harmer (1983) when he says that whatever the reasons for considering whether or not materials are appropriate for a group of students, the decision that a teacher or course planner takes is vital: therefore, for us to adopt the correct and intensive use of authentic materials to combat against lack of fluency among our ESL learners, the need is to develop a continuous evaluation about the execution of the whole project in our respective
situations. (Read also Chapter 4, No 2 for more details).

Procedure

The evaluation involves three main components viz: The training team members, the teachers and the students. Each component will complete a set of Questionnaires. The questionnaires will be treated firstly on school/college level, regional level and then on national level. The questionnaires will be as follows:

For the Training Team Members.

a) List down authentic materials available in your situation in this order.
   (i) printed authentic materials
   (ii) Listening authentic materials
   (iii) Audiovisual authentic materials

b) Which of those have been used so far in your training courses/seminars?

c) Which authentic materials do most of the teachers favour to use?

d) What do many teachers say about the in-service trainings?

e) List down your problems when you give training courses/workshops and seminars about the use of these materials.
f) What do you think the best solution is?
g) How many teachers out of your trainings have proven better results with the use of authentic materials and how many fail to do so?
h) How can these teachers who fail to prove progress in this regard be better helped? Suggest.
i) Write down any idea, commentary or plan you think is helpful to us in this project.

For the Teacher

a) List down the type of authentic materials you have used so far in your class under the following categories:
   - Printed
   - Listening
   - Audiovisual

   and indicate the level of use e.g. Std 6, also how many times each has been used.

b) Show which authentic material is used for which activity. Indicate also No. of students per class and whether activity was done individual, pair or in groups.

c) Among the authentic materials you have used, which do you like using most and why? Comment upon each answer.

d) Do you need any extra-training on how to use
specific authentic materials? Comment upon your answer.

e) Give some points on each of the following:-

(i) the progress/improvements of your students shown after using certain authentic materials.

(ii) Problems encountered during the use of authentic materials.

(iii) Suggestions and your personal view on how we better can use authentic materials to improve the ESL students' oral fluency.

(iv) Any other idea(s)

For the Students

The students' questionnaire which will be presented to them by the teacher may be presented in a form of the lesson or as a communicative activity in an English Language lesson.

The Questionnaire will include the following:

a) Why do you learn English?

b) Which English lesson do you like most? List them and give reasons why?

c) Indicate the activity(ies) you enjoy mostly in your English lessons among these:- individual
Pair work

Say why you like that.

d) If you were a teacher, which materials would you use to teach your students to speak English fluently? Why?

e) About the way English is now taught to you, say all your
   (i) likes
   (ii) dislikes

"It should be noted that clarification and measurement of goals often helps planners and staff to better focus their activities on goals and make revisions in areas where goals are failing to be achieved." Herman et al. 1987. As has been stated already in the aims of this evaluation, the intention is to bring about improvement in this project based on the facts and answers of the parties involved.
CHAPTER EIGHT

Appendices

1. Where to find authentic materials

In this section, we are going to identify most of the authentic materials in English, available in our country, where to get them and how to use them.

Again in this section we will discuss authentic materials under three main categories; Printed materials, Listening materials and Audiovisual materials.

(a) Printed materials

The printed materials include:-

<table>
<thead>
<tr>
<th>books of all kinds</th>
<th>e.g. autobiography, biography, fiction, novels, plays etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Newspapers such as</td>
<td>e.g. The Namibian</td>
</tr>
<tr>
<td></td>
<td>The students' Voice of Namibia</td>
</tr>
<tr>
<td></td>
<td>The Windhoek Advertiser</td>
</tr>
<tr>
<td></td>
<td>The Namib Times</td>
</tr>
<tr>
<td></td>
<td>The Observer</td>
</tr>
<tr>
<td></td>
<td>The CCN Information</td>
</tr>
<tr>
<td></td>
<td>Times of Namibia</td>
</tr>
<tr>
<td></td>
<td>The New Nation</td>
</tr>
<tr>
<td></td>
<td>The Comrade</td>
</tr>
<tr>
<td></td>
<td>Others</td>
</tr>
</tbody>
</table>
Magazines

- e.g. The Namibian worker (English Version)
- Hit
- Drum
- Bona
- Up Beat
- Thandi
- Scope
- Others

Other printed materials include amongst others, pamphlets, posters, cards of all kinds, stickers, photos with captions, slides, printed T-shirts, statements e.g. bank, office., shopping lists, pay slips, letters, instructions, maps etc.

Places where to get printed materials

Any bookshop and supermarket around the country is likely to have some or all of the listed materials. However, you are advised to visit the following places for your own interest:

- The office of the Namibian in Windhoek
- CNA bookshop main branch in Windhoek
- Office of the Windhoek Advertiser in Windhoek
- Office of the Windhoek Observer in Windhoek
- Office of Times of Namibia in Windhoek
- The Council of Churches in Namibia's Communication Unit - (Katutura) Windhoek
- NANSO's Resource Centre Unit - Community Centre in Katutura
- SWAPO Youth League Office - Community Centre in Katutura
- NUNW's Department of Media, Education and Culture - Windhoek or at Katutura Community Centre
- Angelus Printing Press at Dobra - Windhoek
- ONIIPA Printing Press near Ondangwa - Northern Namibia

Individual people, agents and small business people also sell some of the materials you might need in your area.

3) **Listening Materials**

Listening materials consists of:

**Radio Broadcasting**
- all programmes
- news and weather forecast
- (excluding programmes that are meant for teaching English e.g. Learn English the easy way.)

**Tapes of all kinds**
- e.g. music
- plays
- instructions and orders
interviews
informal discussions
e.g. soccer, netball, car races

Games
Discs & records
e.g. Peter Tosh, Hugh Masekela,
Brenda Ndimani and many more, so long as they are in English.

Again here any listening that has been designed for the purpose of language teaching is excluded.

Places where to get listening materials

Radio Broadcasting
Apart from the internal English service of the SWABC which works about 24hrs per day and which hopefully will be replaced by the "Voice of Namibia" when the country gets its independence, there are also other external English Services of which one can pick up on the medium wave or in the short wave frequencies. Amongst the others are Radio Botswana, RSA, Zambia, BBC, VOA and many more world services. One can buy a radio in most of the shops in Namibia or in big supermarkets e.g. O.K. Continental Wholesalers etc.
Tapes
Most tapes, discs and records in the music shops and markets are for authentic listening. Except pre-recorded tapes, one can also buy blank tapes to make your own recording when you want. You may record from the Radio, a speech at the rally, etc. You will only be able to play or record a tape when you have a taperecorder. This can be bought in Radio shops and big markets which are found almost in every town near where you live. Ask the dealer, he will be able to give you good advice of a good machine.

c) See and Listen Materials
These are those materials that show the image on the screen or projecting it on the board or wall. In this group we have the T.V., video tapes, slides and film strips. (The two last are those accompanied by tapes)

T.V.
In Namibia T.V. has become one of the best entertainment at home, work, hospital and even at some schools. Although the SWABC T.V. broadcast English programmes, I hope that, like the Radio services, it will also improve when Namibia gets independence. And one can make use of its English programmes for authentic ESL teaching.
Colour T.V. is better than the black and white.

**Video tapes**

They are inseparable with T.V. and one needs a video recorder for the playing of the video tape. Video tapes show their images on the T.V. screen and the sound is heard through the T.V. sound box.

**Slides**

Slides show still pictures/images on the screen or wall by using a slide projector. The slide projector is combined with a sound system. You put the taped cassette in the projector, and its sound should go hand in hand with the images being projected. The tape must have been recorded during the shooting of the images to describe the sequence of images being projected. As long as it has not been produced for the purpose of ESL teaching, it remains authentic.

**Filmstrips**

Like the slides, film strips can be very useful in ESL teaching. The film strip is essentially a series of picture frames on one roll of film and is shown on the film projector which can change pictures automatically. The projector is combined with a sound system.
Places where to get See & Listen materials and equipment to use them.

A T.V. set can be bought from any T.V. shop, music shop or from a big shopping centre like O.K. branches throughout the country, Continental shopping centres in the far north and many other places. It can be bought by an individual person, group, school or company. Your dealer will be advising you how to get the licence and how to pick up the stations. The video recorder, the slide projector and the film strip projector can be bought from the places mentioned above. The dealers are always ready to help if you need some advice, and they can order a specific machine that suits your needs if they do not have it in stock.

However the video tapes, the slides and the film strips are obtained differently. The three are obtained in two types i.e.

(a) The ready made video tapes, slides and filmstrips
(b) and the blank ones

These all can be bought:

Video tapes, blank or pre-recorded from any video shop, music centre or shopping centre, throughout the country.
For blank video tapes one needs a video camera
to produce recording materials of your choice.

Slides and filmstrips can be bought as well, ask your dealer in a video shop or audio-visual selling company. Another possibility is to make your own slides and filmstrips by buying blank ones to shoot and record events of one's choice. To do this you will need to have a good camera suitable for making slides and one for film-strips. Your local photo studios or Camera shop dealers will not hesitate to assist you in this connection.

Because most of the See and Listen materials can also be hired or rented, it is advisable to look around your area perhaps there is any rental place where you can get them. For information and further advice never hesitate to contact your office of the Namibia National Teachers' Union locally or at the NUNW Head Quarters in Windhoek. Secondly the Resource Centre at the office of the Namibia National Students' Organisation (NANSO) will be another source of advice.
2. Authentic Materials' Resource Centre

Very few people want to be dependent, if none at all. Whatever the situation you find people in, rich or poor, they have their own way of helping themselves. This is not an impossible thing for us as teachers to adapt ourselves to the situation of our own. If the authentic materials are ever to be found and used in our schools, we are the right people to find them and make sure they are available to us at all times we want to use them. And one of the good methods of doing this, is to open up either a school based, regional or national Authentic Materials' Resource Centre, where ESL teaching materials which are authentic of origin and are contextual adaptable in language teaching are obtainable by all teachers. Whether this resource centre is school based, regional or national, the aim is the same, to provide materials to those who want to use them. The Authentic Materials' Resource Centre will be then discussed in the following order - School based, and the Regional or National based. The last two will be discussed as one.
(a) School based

All secondary schools have libraries, which might have a section of authentic materials. It is advisable that an Authentic Materials' Resource Centre be an independent section on its own, where both students and teachers can go and borrow materials to read or for lesson preparation, or can go and watch or listen to anything of their choice. The resource centre of this kind is usually supplied with equipment and materials of authentic use and it has also places where one can sit down to read, listen or watch on screen a material of his choice, without disturbing anybody else. The English language teachers at the particular school and the students, both can enrich the resource centre by doing the following:

(i) Collection of Materials

Collection is one of the easiest ways of flooding the resource Centre with authentic materials which are common and are used daily by everyone in the community. Both teachers and students can bring anything of authentic use they value and hope it will be for basic use to others when it comes to their resource centre. How and where they get the material should be left for them. However, each should be made aware how he/she can contribute to the centre.
(ii) Donations
The English teachers (including other language teachers) through the school authority can open up a project seeking donations to financially or materially support the equipping of the authentic materials Resource Centre. By approaching various companies, business people and individuals, concerned people will respond in favour and in this way they enrich their school.

(iii) The school and the Education Department
Each school has a financial fund for its educational needs. By negotiating with the school authority the language teachers can convince the authority to buy some of the Resource Centre's necessities. The same can be done with the Department of Education.

In many cases every year each school is provided with forms for ordering school needs and equipment through the Department of which the Department is responsible or subsidising. So every year each school has a chance to add something new to its Authentic Materials' Resource Centre through this order. It is up to the language teachers to make sure their needs are fully covered.
The Regional and/or National Authentic Materials' Resource Centre

If we do not have one already, it is important to set up the Regional or National Authentic Materials' Resource Centre. What is needed is commitment and organisation. Teachers very often come together on circuit level or National level to discuss issues and problems relating their profession. There are meetings like of the Namibian National Teachers' Union - NANTU. And at such meetings teachers have the right to suggest ideas for discussion. I hope no teacher will be told to shut up if he brings out an idea of establishing a Regional/National Authentic Materials' Resource Centre. Suppose, other teachers will support the idea for further and thorough discussion.

Further discussion regarding this idea may be done at the same meeting in smaller groups or entrusted to a special committee selected at the meeting and empowered to make a tentative plan approveable by the general meeting before further plans are carried out.

However, it should not be expected that such an idea will be done within only one week or month. We should never forget that everything needs thorough planning and
experimentation before it functions the way we want it to be.

The authentic materials that we are concerned with are those mostly which are obtainable in our areas, those we see, those we make use of everyday and those we can collect to bring to our Resource Centre.

We should therefore discover first the way how to collect them, where to store them, how to store them and also a reliable procedure of managing and administration of the centre.

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