The Effects Of Using Authentic Materials To Enhance Vocabulary Learning

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ABSTRACT:

This study intended to investigate the effects of authentic materials on vocabulary acquisition in first level students of Sudan University of Science & Technology. It focused on how authentic materials facilitate vocabulary development. To this end, 30 Students were randomly selected. From first level they were observed several times and then a self-reported questionnaire was distributed to all students of chosen classes. The results showed that most of the students prefer using authentic materials for vocabulary acquisition. Authentic materials play an important role in teaching a second language. By using authentic material students deal with outside and real world, they become interested when deal with real language.
Students become familiar with the culture of target language, Awareness of cultural background foreign.

Keywords : authentic materials, Newspapers, T.V. Four Development, facilitate

المستخلص:

هدفت هذه الدراسة الي تقييم وتحليل اثر استخدام المواد الحقيقية في تعلم واستيعاب الكلمات الانجليزية لدى المستوى الاول كلية اللغات جامعة السودان للعلوم والتكنولوجيا. وتركز هذه الدراسة علي كيفية تاثير استخدام المواد الحقيقية في تطوير وتنمية الذخيرة اللغوية لدى الدارسين. لتطبيق هذه الدراسة تم اختيار ثلاثون طالبا بطريقة عشوائية وبعد ملاحظة المتكررة وملئ الاستبيان من قبل العينة المختارة اوضحت النتائج أن الدارسين (الطلاب، والطالبات) يفضلون استخدام المواد الحقيقية في استيعاب الذخيرة اللغوية. وقد شاهد الباحث اندماجهم الكامل مع المواد الحقيقية بل واستمتاعهم بها. لأنهم باستعمال المواد الحقيقية تمكنوا من الالمام التام بثقافة لغة الهدف والتي تعتبر مهمة جدا في دراسة اللغة.

كلمات مفتاحية: مواد حقيقية ، صحف إنجليزية برامج تلفزيونيه إعلانات.

INTRODUCTION:

Here are different definitions for authenticity. According to McDonough and Shaw (1993), authenticity can be described as the following: "a term which loosely implies as close an approximation as possible to the world outside the classroom, in the selection both of language material and of the activities and methods used for practice in the classroom".Authentic materials demonstrate situations that learners are likely to encounter through their day to-day socio-cultural interaction with native speakers of English. McGrath argued that" Authenticity is felt to be significant because it offers learners a sense of the real world, a chance to 'rehearse' in a protected situation, hence the less authentic the materials we use, the less preparation learners will make for that real world". Therefore, students exposed to authentic materials in the foreign language classroom are better able to process foreign language input in real-life situations and have a more positive attitude towards learning the foreign culture.Nunan (1989) provides the conventional definition of authentic texts:

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"Authentic materials are usually defined as those which have been produced for purposes other than to teach language".Such example includes print materials like newspapers and timetables, or spoken materials like public announcements. He also supports that "the use of authentic sources leads to greater interest and variety in the materials that learners deal with in the classroom. This authentic material helps bring the contact to life, and ultimately makes learning and using language more meaningful and easier for students." Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value.Authentic materials are an effective way to language acquisition. It is also useful to vocabulary acquisition. According to Lewis (1993) "vocabulary is often described as the cornerstone of language learning". Without vocabulary, learners would be unable to form the simplest of utterances, and therefore unable to communicate at even the most basic level. Also Knight (1994) argued that" Vocabulary acquisition is therefore often prioritized in the learning process by students and teachers. Nowadays many teachers use authentic materials such as magazine, newspapers and advertisements, written notes and messages for vocabulary acquisition.Therefore the purpose of this study is to investigate the effects of authentic material on vocabulary acquisition in EFL students of Sudan University of Science & Technology.

Objectives of the study

One of the basic objectives of this study is to draw on the issue of vocabulary learning from a moderately morphological level, coupled with the use of authentic materials. Learning from an authentic material can help rapidly enhance the students' vocabulary and strengthens their cultural awareness of the target language.

Research Questions This study seeks to answer the following questions:

1-What are the advantages of using authentic materials?

2- Are authentic materials useful and effective in vocabulary acquisition?

Methodology

Participants In this study a homogeneous sample of 30 students was selected from first level, language college students Sudan University of Science & Technology.

Materials

The research materials in this study were some authentic materials including English songs, news, movies, etc. some non-authentic CDs, a bilingual dictionary, a reading book and a questionnaire which was designed for the study.

Literature review The ability to recognize the appropriate syntactic frames of the word, to discriminate a basic from a peripheral lexical item and the comprehension of fixed expressions.A crucial distinction is often made between knowing a word and using it. Knowing a word does not necessarily entail using the word automatically in a wide range of contexts (McCarthy, 1984, as cited in Adger, 2002) since for every vocabulary dimension there is a knowledge dimension and a skill dimension. Evidence suggests that the knowledge aspect requires conscious and explicit learning mechanisms whereas the skill aspect involves mostly implicit learning and memory (Ellis, 1994, as cited in Herrel, 2004). Vocabulary learning strategies therefore, should include strategies for using as well as for knowing a word.

Bybee (1985, as cited in Taylor, 1990) states that words are stored in a network of items linked by shared phonological, morph-syntactic and semantic properties and that the relative strength of any given item and its relationship to other items in the network are directly determined by the speaker's experience both using and perceiving the word.

Bonvillian (1997, as cited in Taylor, 1990) states that all associative models view vocabulary acquisition as a result of the continuous interaction between the learner's current level of cognitive functioning and the linguistic and non-linguistic environment.Bonvillian (1997, as cited in Taylor, 1990) also emphasizes that learners need a deeper and more complete knowledge of syntactic information and, in particular, the sub- categorization of words—that is, the syntactic frames that words fit into. Bonvillian (1997, as cited in Taylor, 1990) points out that there are many different facets of vocabulary knowledge. If one takes as an example two synonyms , fetch and carry, it is not enough to know that both refer to the transporting of something from place to place. One must additionally have knowledge of the syntactic frame within which they are used (Bonvillian, 1997, as cited in Taylor, 1990).

Frase (1997, as cited in Zimmerman, 2007) used the five-point Vocabulary Knowledge Scale developed earlier by Paribakht and Wesche (1993, as cited in Adger, 2002). In order to gain syntactic information, subjects are asked to write a sentence using the specific vocabulary item, e.g. the words fetch and carry.

If a learner writes John is fetching the bucket and John is carrying the bucket, one has no way of knowing if the learner has knowledge of the subtle differences between John is fetching the bucket for Jim, John is carrying the bucket for Jim, and John is carrying the bucket to Jim, and, further, that John is fetching the bucket to Jim is not possible.

According to Frase (1997, as cited in Zwiers, 2008) production information may provide us with at best partial information about linguistic knowledge, but it does not inform us about a learner's knowledge of what is not possible—clearly an important part of the entire picture of what a learner knows.Moreover, it is important to concentrate on grammatical information that is hidden in vocabulary because grammatical information is useful in differencing, according to information provided by the Paribakht and Wesche study.

The results of the study underlined the fact that syntactic and lexical knowledge are related. Therefore, research should endeavor to understand this specific relationship in line with the vocabulary acquisition process (Wode, 1989, as cited in Adger, 2002). Gass and Ard (1987, as cited in Taylor, 1990) further investigated the relationship between syntactic and lexical knowledge by observing ELLs over a specific period of time. The investigation revealed that low – level learners lacked the ability to differentiate sentences such as "The teacher demonstrated the students the new machine and The teacher showed the students the new machine." However, Gass and Ard (2007, as cited in Herrel, 2004) also stated that learners with a high proficiency did differentiate the two sentences. According to Gass and Ard (2007, as cited in Zimmerman, 2007)

learning happens in the following manner:

1- Learners learn a particular syntactic pattern to account for all cases of what appears to them to be a particular structural type.

2- A second step occurs when a second pattern becomes available to learners; they can then either alternate these patterns or replace the first with the second until the correct pattern is established. Thus, when additional information becomes available to learners as a function of proficiency, destabilization occurs. Destabilization of initial syntactic patterns is observed in the greater sensitivity of the more advanced learners to the relationships that exist between and among lexical items. In fact, learners acquire syntactic information through the lexicon.

They may first learn lexical items as unique bits of language information with syntactic generalizations as a result, not a cause (Gas and Ard, 2007, as cited in Zimmerman, 2007).

As an initial approach to a particular lexical item, learners conceivably have a general idea of the meaning of the word and a general idea of the kinds of syntactic structures in which words occur. Increased proficiency means refinement in both of these areas.The point to be made here is that lexical acquisition needs to be considered broadly and needs to include the semantics of lexical items as well as syntactic information. Aversion of this point is made by Paribakht and How (2009, as cited in Taylor, 1990.(Additionally, as Henriksen (1990) points out, one needs to acquire the packaging of lexical items (i.e., the range of meaning or the appropriate references) and one needs to learn to build appropriate networks (i.e., which words are related to other words, and how, including antonyms and synonyms, semantic intensity, etc.). These are dynamic processes that continue as vocabulary learning continues and one's lexicon matures.These dynamic processes are outlined by Henriksen (1999) through the three vocabulary development dimensions.

The Partial-Precise Knowledge Dimension

A number of quantative studies such as vocabulary size or breadth and different types of achievements tests define vocabulary knowledge as precise understanding (Hazenburg and Hulstin, 1996)).

To know a vocabulary item is defined as the ability to translate the vocabulary item into the first language, to discover the correct definition in a multiple-choice task, or to paraphrase it in the target language (Hulstin, 1996). In a study of teaching methods Merry (1980) asked the informants to match L1 words with L2 words. For measuring vocabulary size in the L2 word recognition tasks and check lists were effectively used (Palmberg, 1989).

These measuring instruments were also used to make comparisons between individuals vocabulary knowledge (Beauvillan and Grainger, 1987).(Herman and Anderson ,1985) argue that these lexical decision tasks could only show whether a specific vocabulary item is recognized as being part of the learner's vocabulary, since learners are only required to recognize formal features of words and may not know the meaning.

In addition lexical-decision tasks do not differentiate between what the learner precisely or Vaguely knows. Neuman and Koskinen (1992) used different tasks in order to measure differences in acquisition outcomes. Read (1988) suggests a method where learners be requested to pronounce words, explain the meaning and provide various word associations. This method has shown that there are definite levels of knowledge along the partial to precise knowledge dimension.

The Depth of Knowledge Dimension

The depth of the learner's vocabulary knowledge is defined as the learner's ability to apply syntactic and morphological meaning to words that they know. Richards (1993:357) emphasizes that vocabulary knowledge consist of various dimensions which define the meaning of words. According to Cronbach (1992) learners should not only know the general relationship between words but also the different sense relations such as antonyms, synonyms, hyponyms, and collocations. Dolch and Leeds (1992:189) stress that knowing the meaning of a word is ―growth.‖ They largue that current vocabulary tests are limited and should include a section on testing word meaning and synonyms. Wesche and Paribakht (1996) suggest the use of a vocabulary knowledge scale to measure levels of lexical knowledge such as meaning, use and accuracy. However, according to Read (1998) a learner's lexical competence can only be measured by a combination of test formats that measure the various word knowledge dimensions.

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The Receptive-Productive Dimension

Most researchers agree that there is a difference between word mastering and word use. Melka (1997) stresses that there is a need to define the concepts ―reception‖ and ―production‖ since most vocabulary tests such as TOEFL mainly concentrate on receptive and productive vocabulary. Although it is important that test instruments include productive and receptive tasks that focus on the same vocabulary items, Melka (1997) states that it is difficult to find tasks that test production and reception. Joe (1997) advocates for the use of a variety of tests that could measure inter-language development more accurately..

Focus on both mapping meaning onto form and network building.

The relationship between dimension one and two and the learning of word meaning plays an important role in vocabulary semantization (Beyeydt, 1987). Beyeydt (1987) considers vocabulary learning a mere rote learning task. According to Hatch and Brown (1995) the process of mapping meaning onto form should not be considered more important than the learner's ongoing struggle to construct and reorganize his/her interlanguage because it is a complex process that also involves network building. Aitchison (1997) states that English language learners find it difficult to acquire word meaning through the process of labeling, packaging and network building. The first term, labeling, refers to a brief description given for the purpose of identification or an identifying or descriptive marker that is attached to an object. Packaging refers to the process of learning in which items can be grouped together under a head topic. According to Ellis (1995) the learner learns to use the same word for too many different situations (overextension) or too few (under extension). He provides an example of the adjective hot. In this case, the learner will have to learn that the word has its limitations when used in a figurative manner such as hot news or hot date. The third term, network building, refers to the process of learning the relationship or direct links between words. It entails linking words together according to meaning (Verhallen and Schoonen (1993). Verhallen and Schoonen (1993) point out that learning meaning involves working out the

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relationship between the meanings of words. Learning word meaning also involves working out the relationship between words through the process of labeling and packaging (Aitchinson, 1993). Aitchinson (1993) state that mapping form onto meaning is crucial since it appears in the early stage in the vocabulary development process while net work building only comes later in the learning process. Hazenberg and Hulstjin (1996) conclude that it is difficult to determine, test and evaluate the progress of the learner's inter language semantic development.

Development from partial to precise comprehension

Researchers state that English language learners should be allowed to have a vague understanding of word meaning before developing accuracy. Harley (1995) suggests that learners go through various stages of partial word knowledge. Johnson and Lard (1987) argue that complete comprehension of words is not needed for successful communication, since learners learn to infer meaning when communicating. Learner's knowledge of a specific vocabulary item moves from partial to precise knowledge as they expand their communication world (Brown, 1994). Miller and Fellbaum (1991) point out that knowledge of how verbs, adjectives and nouns function in relation to another is important in acquiring word meaning.

Development from Receptive to Productive Control

Harley (1995) points out that various levels of receptive tasks and productive vocabulary require learners to access and apply their word knowledge. Nation (1990) states that vocabulary items in the learners receptive vocabulary, might not become readily available for productive purposes, since vocabulary reception does not guarantee production. He states that it is difficult to draw a line between reception and production, since it is not clear at what point receptive word knowledge becomes productive.

Maera (1997) suggests that vocabulary learning is to be viewed as the learning of items and changing of systems when teachers employ the following vocabulary learning strategy. The above references on the three dimensions were all cited in Henricksen (1999Guessing meaning from context). The teacher assists the students in learning to recognize clues to guessing word meaning from context. This vocabulary learning skill is effective for learning low-frequency vocabulary (Herrel, 2008, as cited in Henriksen, 1999. (Herrel (2008, as cited in Henrikson, 1999) suggests the following method in assisting students guessing meaning from context: Definition - a definition gives the meaning of words. The writer may use phrases or statements to define something. The key words used to provide a definition are: ―are/is known as,‖ ―are /is described as,‖ ―are/ is defined as.‖ Restatement - the writer may use other words, phrases or sentences to provide meaning of difficult words. The key words used in restating something: ―in other words‖, ―that is‖ and ―that is to say ‖.Punctuation marks - the writer uses punctuation marks to describe the meaning of unfamiliar words. The author will write unfamiliar words and then use punctuation, words, phrases or sentences to explain new words. Punctuation marks such as - , commas, ―‖ inverted commas, parentheses; semi-colon and: colon. E.g. Family members (siblings) should always stick together.

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Examples - examples help learners to understand the meaning of new words. Key words- ―such as,‖‖ like,‖ ―for example,‖ ‖ for instance,‖ ―is/ are‖ , are used by the author. Contrast - contrast shows the opposite meaning of new words. Key words- ―but,‖ instead of,‖ ―even though,‖ ―in contrast to‖, ―yet, ―and ―in spite of,‖ are used by the author. Similarity - the writer uses signal words of similarity. Key words – ―like,‖‖ similarly,‖ in the same way‖, ―as‖, and ―just as‖. Surrounding words - words surrounding the new vocabulary might provide clues to the meaning of new words. For example- Children are too young to understand that swallowing gum can be dangerous. Background knowledge - Experience and background knowledge about the text plays an important role in vocabulary comprehension. For that reason it is important for teachers to do schema-building before learners read the text.

Teaching lexical chunks

Peters (1992:34) suggests that the memorization of chunks of language might be productive and powerful. She states that the learning of lexical chunks can serve two objectives: it enables the student to have chunks of language available for immediate use and it also provides the student with information that can be analyzed at a later stage. The main advantage of the use of lexical chunks is that they build on the fluency of the English language learner. They can also be associated with certain communication rituals such as ―To whom am I speaking? Lexical chunks are related to typical functional language use. For example- Have you heard about…..‖ is reserved for starting gossip or talking about an event. Lexical chunks like these are institutionalized as the most efficient and most familiar linguistic means to carry out language function (Bollinger, 1997). Lexical chunks facilitate clear, relevant and concise language use and are stored as individual whole units. These units can be easily retrieved and used without the need to compose on-line through word selection and grammatical sequencing. This means there is a less demand on cognitive capacity because the lexical chunks are ―ready to go ―and require little or no additional processing. Bollinger (1997) states that once a chunk is known it can be analyzed and broken down into constituent words. This can occur when some variability is noticed in a lexical chunk. For example- after having heard the phrase ―How are you today?‖ several times, it may be acquired as a chunk with the meaning of a greeting.

However the learner may later notice the phrase ―How are you this evening?‖ At that point the learner realizes that the main structure is actually ―How are you…………..? Where the gap can be filled with a time reference. The learner is then aware that what fits in the gap is a separate unit from the rest of the phrase, which opens the door to learning that lexical unit (Bollinger, 1997).

Teaching collocations Vocabulary knowledge doesn‗t only involve just knowing the meaning of a word in isolation, but includes knowing the word that usually co-occurs with it. These words that co-occur with high frequency are called collocations, e.g. heavy rain, strong coffee but not powerful coffee, a brief discussion but a short man. Collocations help students to define the semantic area of a word such as: Synonyms- words with identical meaning; however (Nattinger, 1989:99) warns that absolute substitutability is not possible,

since factors such as register and style determines the usage of synonymous words. Examples of synonyms include commence/begin, end/ terminate. Antonyms - antonyms refers to a notion of semantic opposition or unrelatedness (Carter, 2000). Examples of antonyms include married/ single, buy/ sell, big/ small. Hyponymy WORD FORM CHART
NOUN VERB ADJECTIVE ADVERB
OBSESSION OBSESS OBSESSIVE OBSESSIVELY
QUALIFICATION QUALIFY QUALIFIED
COMPETITION COMPETE COMPETITIVE COMPETITIVELY
ION, - TION -E, -ATE, EY IV, -ED LY
(Carter, 2000).

Incidental Vocabulary Acquisition (IVA).
Incidental Vocabulary Acquisition is a vocabulary learning strategy, defined as the learning of new words as a by-product of a meaning-focused communicative activity, such as reading, listening and interaction.

It occurs through multiple exposures to a word in different contexts.

Learners are able to acquire vocabulary through extensive reading, communicative interactions and exposure to natural input such as movies and television. This strategy entails extensive comprehensible input and independent learning (Huckin and Coady, 1999:185). ***Data collection and procedures***
The research was conducted by using authentic and non authentic materials during the course to familiarize the students with them. Using authentic material can cause

refers to a relationship existing between a specific and general lexical item e.g. (a) super ordinate grouping (vehicle- car) (b) co-ordinate grouping (car-sedan). Word formation refers to the recognition and production (speaking and writing) of word formation processes (Carter, 2000). Below is an example of a word form chart.

motivation as a crucial key for successful learning.

They can deal with real world. Then the questionnaire was distributed to 30 students to find their opinions about learning vocabulary by using authentic materials.

All the questions in the questionnaire was orally translated and explained in the students' native language in order to know how to answer the questions.

Data analysis
The quantitative collected data submitted to SPSS software package for the analysis of data.

The researcher found out the effects of authentic materials in learning vocabulary by analyzing the questionnaire which students answered.

Statistics(Mean ,Mode, Std. Deviation) Table(4-18)

Items	Mean	Mode	Std. Deviation	Results
Students are advised to use bilingual dictionaries to help them translate English words into Arabic language?	4.03	5	1.326	Agree
Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.	4.13	5	1.042	Agree
Meaning of words is best learnt by identifying their parts of speech.	3.97	4	.999	Agree
Classroom practitioners at university level are not adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.	3.87	4	1.167	Agree
Teachers, there at university,do not provide students with variedreading activities which reinforce vocabulary learning strategies.	3.93	5	1.28	Agree
The overall environment at undergraduate level is not advantageous to learning vocabulary.	3.27	4	1.363	Agree
Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.	3.67	5	1.493	Agree
What worsens the situation more is that the English language syllabus adopted at undergraduate levels across Sudanese Universities is not effective enough to develop vocabulary learning.	4.53	5	.937	strongly agree
The English syllabus is not given enough weight along the lines of other syllabuses	4.27	5	.980	strongly agree
Students should be encouraged to ask their peers of the words they ignore their meaning.	3.87	4	1.074	Agree
The teaching of English at lower undergraduate levels is entrusted to barely trained tutors Hence, vocabulary, le(arning is affected.	4.03	4	1.098	Agree
Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design.	4.00	5	1.174	Agree
Not all the parts of the syllabus, i.e. The skills are given the same time in handling, and so vocabulary learning is given very little time.	3.43	4	1.431	Agree
Learning about the culture of the native speakers can help students remarkably learn vocabulary.	3.73	5	1.437	Agree
Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.	3.83	5	1.464	Agree

Table (18) shows the Descriptive Statistics(mean, mode & Std. Deviation). The values of the mean and mode are arranged between(4 -5)and the Std .Deviation for the whole items are highly

Homogenous. So , according to Liker Scale for weights, which we mentioned above (4 and5) means agree/strongly agree, this confirm the frequencies table and percentage .

Chi-Square table(4-19)

	Chi-Square	Df	p.value.	Decision
Students are advised to use bilingual dictionaries to help them translate English words into Arabic language?	24.333	4	.000	Significant
Tutors have to encourage their students to use pictures illustrated in the textbook to find the word meanings.	23.667	4	.000	Significant
Meaning of words is best learnt by identifying their parts of speech.	9.200	3	.027	Significant
Classroom practitioners at university level are not adequately trained to handle the available material proficiently enough to challenge students into increasing their word power.	23.333	4	.000	Significant
Teachers, there at university,do not provide students with variedreading activities which reinforce vocabulary learning strategies.	18.333	4	.001	Significant
The overall environment at undergraduate level is not advantageous to learning vocabulary.	11.333	4	.023	Significant
Upon entering university, first-year students come with a terribly poor level of vocabulary knowledge.	11.000	4	.027	Significant
What worsens the situation more is that the English language syllabus adopted at undergraduate levels across Sudanese Universities is not effective enough to develop vocabulary learning.	35.600	3	.000	Significant
The English syllabus is not given enough weight along the lines of other syllabuses	16.667	3	.001	Significant
Students should be encouraged to ask their peers of the words they ignore their meaning.	16.000	4	.003	Significant
The teaching of English at lower undergraduate levels is entrusted to barely trained tutors Hence, vocabulary, learning is affected.	24.333	4	.000	Significant
Almost all syllabuses are designed by local Sudanese expertise but mostly assigned to staff members with relatively inadequate knowledge in syllabus design	18.333	4	.001	Significant
Not all the parts of the syllabus, i.e. The skills are given the same time in handling, and so vocabulary learning is given very little time	9.667	4	.046	Significant
Learning about the culture of the native speakers can help students remarkably learn vocabulary	16.333	4	.003	Significant
Syllabuses designed locally often fail to cater for external culture which is desirable to enhance the learners background and word power.	19.333	4	.001	Significant

Table (4-19)to test the research hypotheses of using authentic material in learning vocabulary, the researcher used chi square test to test the items. The calculate chi square values is between (9.2-35.6) and degrees of freedom (3or 4)for all items and level of significant less than (0.05) for all items, so that proves there are significant.

ESULTS

By using the authentic materials to enhance vocabulary learning, and using questionnaire , the results show that most of the students' attitudes towards the use of authentic English language materials.

According to the researcher observation and questionnaire the researcher found out most of the student prefer using authentic materials for vocabulary acquisition.

By all of the researcher researches and some materials like questionnaire and observation, the researcher could find and figure out that by authentic materials students could learn more about their words using culture and also how they could memorize and save words for too long though. When students use authentic materials, they sense real world and we can say they are using real language and they learn skills, so it can help them in coping with real situation outside of the class, in another word, students are prepared for actual use of vocabulary, which learnt by using authentic materials.

Also, authentic materials sources are contextually rich, so learners could deal with the useful words. Because the students could get acquainted to a new culture and learn about it cause to have a motivation on learning them and it could be memorable for long though.

It has been shown that authentic materials can effect on word and how to learn it

DISCUSSION AND CONCLUSION

This study is aimed to evaluate the effects of authentic material on vocabulary acquisition. The focus in a foreign language is to learn a language and be able to use it in the outside world. By using authentic material the students deal with outside and real world. Sources of authentic materials are newspapers, magazines, the Internet, TV programs, movies, CDs, songs, brochures, comics, literature, catalogues, tickets, postcards, bills, receipts, recipes, business cards, etc. The researcher used observation and questionnaire for finding the effects. During this work, the researcher has found out that authentic materials play an important role in teaching a foreign language. One of the most important factors in the study observant, is how professor teaches words and after that what would be the result and the side effect of teaching after finishing, So, the researcher checked the class, by the accents and the numbers of repetition, so after finishing of a term about 40 hours study for some students randomly, and after that by a reasonable question, there were some new and important conclusions found. Research indicates that students' with vocabulary learning problems have poor inference skills. To infer what's happening in a passage is a vital cognitive skill. It enables the reader to go beyond surface meaning of a text and to go deep and discover the author's concealed meaning.

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