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## **Using authentic resources for medical students' motivation in English learning process**

### **Використання автентичних ресурсів для мотивації студентів медичних спеціальностей у процесі вивчення англійської мови**

***Summary.** The article investigates the resources for students' motivation of English learning process. The current stage of development of Ukraine's international relations with other countries requires a revision of the foreign language teaching process in higher education. Special emphasis should be paid to the effectiveness of foreign language learning. The expansion of international contacts highlights the need for training a specialist who can communicate with representatives of other countries not only at the household level, but also in professional activities. First of all, this concerns specialists in those professions related to intercultural communication (international internships, participation in international conferences, etc.). The English learning process of many Ukrainian medical colleges and universities is mainly based on non-authentic materials. Few*

studies have been conducted to explore the implications of authentic materials in learning English for Specific Purposes (ESP), for medicine in particular. The current study explores students' perception of these resources in learning medical English. In order to make the learning process more effective, an analysis of authentic English language manuals for medical professionals was made. The data were obtained based on a questionnaire filled out by medical students of Lesya Ukrainka Volyn National University. The students were required to assess different aspects of both authentic and nonauthentic materials. The ultimate goal of the analysis is to determine the educational efficiency of the aforementioned textbooks and the students' motivation for English learning. The findings showed that the participants had positive attitudes toward using authentic resources and that they preferred them to non-authentic ones. Authentic resources provide a beneficial effect on the development of students' language skills in their professional area.

**Key words:** authentic textbooks, non-authentic textbooks, professional communication, English for Specific Purposes (ESP), learning process, communication skills.

**Анотація.** У статті досліджується роль використання автентичних ресурсів для мотивації студентів у процесі вивчення англійської мови. Сучасний етап розвитку міжнародних відносин України з іншими країнами вимагає перегляду процесу навчання іноземних мов у вищій школі. Особливу увагу слід приділити ефективності вивчення іноземної мови. Розширення міжнародних контактів актуалізує необхідність підготовки фахівця, здатного спілкуватися з представниками інших країн не лише на побутовому рівні, а й у професійній діяльності. Перш за все, це стосується фахівців тих професій, які пов'язані з міжкультурною комунікацією (міжнародним стажуванням, участю у міжнародних конференціях тощо). Процес вивчення англійської мови в багатьох українських медичних коледжах та університетах переважно базується на неавтентичних матеріалах. Було проведено кілька досліджень для вивчення ефективності використання автентичних матеріалів у процесі вивчення англійської мови професійного спрямування, зокрема для медицини. Дане дослідження вивчає сприйняття студентами автентичних ресурсів під час вивчення медичної англійської мови. З метою оптимізації навчального процесу було проведено порівняльний аналіз англійських посібників для медичних працівників. Студентам медичних спеціальностей Волинського національного університету імені Лесі Українки була запропонована анкета, в якій вони повинні були оцінити різні аспекти автентичних та неавтентичних матеріалів. Кінцевою метою аналізу є визначення навчальної ефективності вищезазначених підручників та мотивації студентів до вивчення англійської мови. Результати аналізу виявили, що учасники анкетування позитивно ставляться до використання автентичних ресурсів і віддають їм перевагу перед неавтентичними. Автентичні ресурси сприятливо впливають на розвиток мовних навичок студентів у їхній професійній сфері.

**Ключові слова:** автентичні підручники, неавтентичні підручники, професійне спілкування, англійська мова професійного спрямування, комунікативні навички, навчальний процес.

**Introduction.** Knowledge of English is extremely important for modern healthcare professionals, as it helps them gain new opportunities for learning and share experience with colleagues abroad. Moreover, the problems of teaching a foreign language to students of medical institutions of higher learning are extremely important. This is primarily due to the need for specialists in various fields of medicine to communicate, study in foreign medical institutions and share experience. In fact, there has been a gap between the language taught in the university and the language used in real life. It is suggested that the language taught in a learning environment should reflect how it is used by native speakers. Thus, authentic materials become popular.

The topicality of the research is determined by:

- the need of modern society for highly qualified specialists capable of constructive communication in a professional environment and the development of the communicative competency of medical students;
- the need to update the professional communication training of future doctors, physiotherapists and pharmacists.

Along with the reform of the health care system and the implementation of the Bologna process, there are also changes in medical education, which significantly expands the functions of medical staff. However, the availability of only subject knowledge is no longer the key to successful professional activity. Graduates will work in a changed structure of medical care, with a significant increase in the publication of professional medical literature in a foreign language and the wider introduction of modern medical and diagnostic equipment in the health care system. As a result, the professional competence of a medical professional includes not only general care for patients, but also knowledge of a foreign language.

At the present stage, scientists are paying more and more attention to improving the existing methods of teaching foreign languages for specific purposes, and the development of new technologies in the process of educational, independent and individual activities [1; 5].

The problem of authentic materials and the need for their use in modern conditions of learning a foreign language, which contributes to the formation of communicative and cognitive motivation and the formation of intercultural competence, was studied by many Ukrainian and foreign scholars [2; 3; 4; 6; 7].

Recent research shows that it is the use of authentic manuals that will help students develop the skills they will need in their future careers, ensure competitiveness, and help them adapt to today's world. Such scholars as Gilmore and Guo argue that the prime teaching content of textbooks does not fulfil the learners' needs for communication skills. They claim that using authentic materials is more effective than non-authentic

textbooks. Gilmore mentions that non-authentic resources do not present real language but authentic texts do, because they reflect the natural language as it is spoken [6].

**The purpose of this article** is to determine ways to make English learning process more effective for medical students using authentic resources.

**Methodology/Methods.** Analyzing the effectiveness of training future medical specialists for professional communication, the following methods were used: descriptive, statistical and empirical methods (observation, testing, and questionnaires).

In order to optimize the effectiveness of authentic teaching materials a survey was conducted among medical students of Lesya Ukrainka Volyn National University.

**Results and Discussion.** The basis of learning any language is not only the possession of lexical and grammatical material, but above all the ability to communicate in a professional environment. Communication reveals the level of vocabulary, the ability to competently construct structures and the ability to operate with professional vocabulary depending on the topic and situation.

The formation of speech competence, as an important component of teaching a foreign language in a professional field, is provided by authentic materials.

Authentic materials are materials taken from original sources, characterized by natural lexical content and grammatical forms and situational adequacy of language use that illustrate cases of authentic word usage and which, although not intended specifically for educational purposes, can be used in foreign language teaching.

Authentic textbooks are the best source of development and improvement of communication skills based on acquired knowledge, a good reason to create a certain situation that provokes dialogue, discussion, etc. with elements of reflection, assertion, debate and belief. The possibility to get closer and feel a foreign language environment through a certain authentic material has a positive effect on student motivation in learning a foreign language, gives the opportunity to show acquired knowledge in formulating evaluative and comparative judgments, and develops the ability to form authentic text.

The current relevance of using authentic materials in a foreign language study lies in the content, informativeness and modern orientation of the text selected for study and analysis, which reflects the characteristics of the people whose language is studied, or establishes contact with its foreign culture. It is the authentic text that can convey the full depth and diversity of a professional foreign language.

The information and training function of authentic materials is expressed through the fact that they recreate the conditions of natural

speech communication and transmit information about the country of the studied language, thus allowing a clearer presentation of the communication situation.

The organizing-controlling or motivating function is manifested through the fact that the authentic materials providing a "presence effect" or "complicity effect", stimulate speech act identity.

An integrative function is expressed because authentic materials serve as a link between parts of their work, thus contributing to the organization and systematization of educational stages.

An illustrative and visual function is manifested because authentic materials are a synthesis of all types of visualization and serve as a means of deep immersion into natural environment at all stages of learning, thereby most often compensating for the lack of full, daily physical immersion.

The developing function is expressed in the development of personal qualities like observation, imagination, attention, thinking, language memory development of skills in all types of speech and creative activities.

The upbringing-heuristic function is realized through the creation of a sense of respect for the people and the culture of the target language, an awareness of the unfamiliar and the alien and a desire to compare features of the culture of the country of the studied language with the culture of one's own native land.

In the process of learning English for professional purposes with medical students, physiotherapists and pharmacists, teachers use the following authentic textbooks: English for Specific Purposes (Medical, Nursing, Medical Equipment Repair, Physiotherapy, Physician Assistant), Professional English in Use (Medicine), Medicine 1, 2 (Oxford English for Careers), English for the Pharmaceutical Industry (Oxford Business English) and others.

*The Career Paths: Medical* is a new English language course for medical students and medical professionals who want to improve their professional language skills. The textbook is organized into three levels of difficulty. Each level contains 15 two-page units and English-English Vocabulary of above 400 terms and phrases. The Career Paths: Medical introduces topics including hospital departments, hospital staff, hospital equipment, body parts, body systems, first aid, measurements, administering medication, describing frequency, maintaining hygiene, blood, bones, skin, talking about symptoms, physical examinations, diagnostic equipment, family medicine, pediatrics, geriatrics, describing pain, chronic and acute illnesses and surgery, as well as others.

Each thematic section of the textbook gives step-by-step instructions that immerse students in the four key language components: reading,

listening, speaking and writing. All units start with speaking “Get ready!”. This pre-reading exercise offers some questions for discussion to find out how knowledgeable the students are about this topic. Short realistic texts are followed by three exercises (True/ false statements; definitions; and correct choice of the word or word-combination). The book consists of 45 professionally-oriented dialogues and tasks for listening practice.

The Teacher's Guide contains a detailed lesson plan and a full set of answer keys to all exercises and audio scripts. The audio application has CD tracks for all the tasks of the manual which are intended for listening. The textbook can be efficiently used in professional English classes for medical and pharmaceutical students.

The next book under analysis is *Professional English in Use: Medicine* by Eric H. Glending and Ron Howard. It was published by Cambridge University Press in 2007. It is intended for medical students in the clinical phase of their studies, doctors and other medical professionals who need to use English at work to communicate with patients, their relatives and with medical colleagues either in their own country or abroad. The authors aim at preparing medical staff to learn to use English for career purposes.

It contains 60 units covering a wide variety of medical vocabulary. The first four sections introduce basic concepts in medicine and the next six parts inform students about main medical and paramedical personnel and places. Then learners get to know about education and training in Great Britain and can compare it to their own educational system. Most of the units focus on the vocabulary and life situations concerning systems, diseases and symptoms. The following sections introduce main medical investigations and treatment, prevention, epidemiology, medical ethics issues and research. The acquired knowledge will help students to take a patient's history and to conduct various examinations. Using this book, medical practitioners will learn how to explain diagnosis, to discuss the treatment and even how to give bad news in some situations. The last six sections prepare learners for scientific work.

Each unit is divided into two sections: theoretical and practical, which include realistic activities to practice all different kinds of skills. The first part introduces useful lexical material on different medical topics, which present diseases and symptoms, investigations, treatment, examining and prevention. The second part of each unit consists of different exercises, such as matching medical terms with definitions, filling in blank spaces using active vocabulary extracts taken from real patients' complaints or doctors' examinations.

The practical part in each unit finishes with a speaking activity which is called “*Over to you*”. This section allows learners to apply the vocabulary

they learn to their own studies and working lives. Some chapters include photographs and schemes related to the content. The book also introduces general medical vocabulary related to parts and functions of the body, medical and para-medical personnel, education and training and research, as well as presentations. There are no special grammar activities or explanations, as it is assumed that students already know English grammar, but some tasks require the usage of appropriate grammar forms. Finally, the book is completed with six appendices, which provide medical terms and abbreviations, types of medications, symptoms and pain, a list of the verbs used in instructions and lay terms and definitions.

This book includes coverage of functional language and communication skills such as “Discussing treatment” and “Giving bad news” which give students valuable practice. Lastly, “Professional English in Use. Medicine” has been carefully researched using the Institute for Applied Language Studies medical corpus and is a must for medical professional in their work.

The language of the book is authentic and appropriate for medical students and medical personnel who want to use English in their work and in when reading special medical literature. The real-life English situations are rather motivating for medical students. According to authors, all extracts are taken from authentic medical histories or cases and were drawn from a variety of specialties such as neurology, dermatology, gynecology, etc.

The textbook *Medicine (Oxford English for Careers)* is a new, up-to-date course where students can learn what they need to know for a future career in medicine. *Medicine* is aimed at preparing trained medical specialists, who intend to get a job in medicine. It presents them with English from a wide variety of medical fields and situations, develops their communication skills and provides them with background in major medical and care concepts.

This manual includes two parts: *Medicine 1* and *Medicine 2*. The first part (*Medicine 1*) gives the language, information and skills necessary to start a career in medicine. It involves the following topics: “Presenting complaints”, “Working in general practice”, “Instructions and Procedures”, “Explaining and reassuring”, “Dealing with medication”, “Lifestyle”, “Parents and young children”, “Communication,” “Working in Psychiatry”, “Terminal illness and dying”, “Working in a team,” and “Diversity at work.”

*Medicine* (Part 2) provides everything needed for developing your career and working in medicine. In this part the following topics are under discussion: “Emergency medicine”, “Accidents”, “Sports medicine”, “Obstetrics”, “Psychiatry”, “Geriatrics”, “Dermatology”, “Surgery”, “Cardiology”, “Respiratory medicine”, “Tropical diseases and Technology”.

The textbook contains several sections. The section “*Check-up*” is designed as a warm-up activity to the unit. It usually consists of a number of pictures and often introduces key vocabulary and concepts to focus students on the topic. In the section “*It’s my job*” the information is based on authentic interviews and sources. Students will read about a variety of people in different medical environments and gain insight into the skills required. General focus questions for “*It’s my job*” are: “What do you think his / her job involves?”, “What skills and experience does he / she need?” and “Would you like to do it?” Then students need to build up a portfolio of other “*It’s my job*” features and do a project. This encourages students to take an active role in the learning process, both in terms of their English language work and the subject of medicine itself.

It is not enough for medical practitioners to have technical skills, qualifications and knowledge of the field. Doctors must be skilled communicators, not only with fellow care professionals, but with patients and their family and friends. They also need to be able to convey instructions to patients in a sympathetic but clear way, which can be extremely demanding. The section “*Patient Care*” provides students with these important skills. The section “*Signs and symptoms*” focuses on common diseases and conditions that are relevant to the particular unit, providing students with the vocabulary for describing common signs and symptoms of illness.

Listening, Reading, Speaking and Writing tasks give realistic and communicative practice of language skills needed in medicine. In the listening activities, students are exposed to situations related to medicine, including doctor patient consultations, conversations with colleagues, and presentations. They also hear a variety of English accents, from both native speakers and non-native speakers. In the reading sections, students meet a variety of medicine-based texts. Speaking sections involve some discussions. Writing practice is designed as a consolidation and extension of the topic with structured, meaningful writing tasks.

In addition, the textbooks under discussion include two CDs which can be used to improve students’ listening skills.

In our opinion, such authentic textbooks have certain advantages. They offer step-by-step instructions for mastering four key speech activities at once: reading, listening, speaking and writing. These series of textbooks are organized by levels of difficulty, which greatly simplifies the mastery of basic lexical and grammatical skills from elementary to the most difficult levels. Extracts for reading and given vocabulary are selected from real medical articles and texts. Each topic includes listening recordings, which allow speakers to hear the correct pronunciation of each word and orally reproduce vocabulary and intonation in the texts. In addition, these



textbooks offer tasks for understanding the information heard: choosing the correct version of the sentences, answering questions, determining false or correct statements and others. They are aimed at developing the skills of auditory perception and communication skills.

These authentic resources have an appealing colorful glossy cover and are perfectly structured in a successful 'in Use' format. They recreate natural speech communication conditions, give the information about the country of the studied language, allowing a clearer presentation of the communicative situation. Studied materials provide a "presence effect" or "complicity effect" which stimulates speech act of identity. Such textbooks cover a wide variety of medical vocabulary that gives learners the confidence and ability to function in English in a medical environment.

To identify students' attitude and motivation to learn English for specific purposes by medical students, the research was conducted.







The survey was aimed to solve the following tasks:






- to determine the motivational level of students to study a foreign language for specific purposes;
- to compare the level of students' knowledge of a foreign language obtained at the university with previous school knowledge;
- to identify whether a professional foreign language course was taught at a sufficient and accessible level;
- to define difficulties that arose during the study of a foreign language for specific purposes;
- to find out the opinion of students about the use of authentic materials in the process of learning a professional foreign language;
- to analyze the advantages and disadvantages of using authentic materials.







In order to analyze the effectiveness of the authentic English textbooks in the process of learning a foreign language, a survey among medical students of specialties 226 "Pharmacy, Industrial Pharmacy" and 222 – "Medicine" of the 2–3 years of the study of Lesya Ukrainka Volyn National University was conducted. The given table 1 summarizes the results of the conducted research.


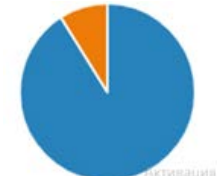

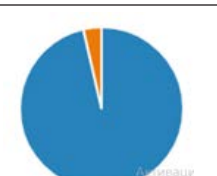
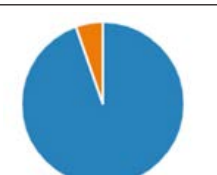

Table 1

### Framework for Analysis of Medical Students' Learning Needs

1. Do you plan to use your foreign language skills in your future career?	Yes – 51 No – 5	
2. Which textbooks do you think are most effective for developing English-speaking professional skills?	Authentic – 41 Ukrainian authors – 15	
3. Do you think that proficiency in English is important for your future career?	Yes – 52 No – 4	
4. Do you think that using only authentic textbooks will help you to master the skills of professional English more effectively?	Yes – 32 No – 24	
5. Do you think that live communication with native speakers will help you to master the skills of professional English more effectively?	Yes – 53 No – 3	
6. Do you think that regular usage of audio and video materials during the educational process will help to master the skills of professional English more effectively?	Yes – 45 No – 11	

7. To what extent does the visual material of authentic textbooks contribute to better mastering of lexical material?	Significantly – 21 Mediocre – 28 Insignificantly – 7	
8. Is the presentation of the material of authentic textbooks different from the textbooks of Ukrainian publications?	Yes – 45 No – 11	
9. Which of the following aspects is better represented in authentic textbooks compared to textbooks by Ukrainian authors?	The appearance of the textbook – 11 Schematic presentation of the material – 29 Availability of audio materials – 21 Simplicity of the material presentation – 35 Applicable nature of the material – 28	
10. Does the usage of authentic textbooks affect your motivation to learn English, enrich lexical material and to get acquainted with the natural language?	Yes – 39 No – 17	
11. The communicative aspect is better represented in:	Authentic textbooks – 48 Textbooks of Ukrainian authors – 8	

12. Lexical material is better represented in:	Authentic textbooks – 48 Textbooks of Ukrainian authors – 8	
13. Grammatical material is better represented in:	Authentic textbooks – 37 Textbooks of Ukrainian authors – 19	
14. Do authentic textbooks meet your educational needs and professional interests?	Yes – 52 No – 4	
15. Do authentic textbooks correspond to the age characteristics of students and their speaking experience (taking into account the principle of simplicity)?	Yes – 45 No – 10	
16. Authentic textbooks contain new and interesting information for students.	Yes – 54 No – 2	
17. Authentic textbooks present different forms of speech.	Yes – 53 No – 3	

18. Authentic textbooks contain extra elements of information.	Yes – 28 No – 28	
19. Authentic textbooks present real situations and circumstances	Yes – 51 No – 5	
20. Do authentic textbooks motivate you to think creatively while learning a professionally oriented foreign language?	Yes – 42 No – 14	
21. How do authentic textbooks affect the level of language proficiency, general erudition, learning satisfaction?	Positive – 54 Negative – 2	
22. Does the acquired knowledge help you increase your self-confidence and motivate you to continue learning English?	Yes – 53 No – 3	
23. Does your knowledge of professional vocabulary enrich every school year?	Yes – 53 No – 3	

Summarizing the results of the survey, we came to the conclusion that:

1) – 62% of the respondents rated their knowledge of a foreign language as average,

– 28% – high,

– 10% – low;

2) – 65% of the respondents indicated an increase in their level of knowledge of a foreign language,

– 35% of respondents said that their level of knowledge had not changed.

3) 98% of the students gave a positive answer to the question of whether a professional foreign language course was taught in a qualified and accessible way.

4) 70% of students said that there were no difficulties in learning English for professional purposes, while 30% of respondents indicated problems with memorizing professional vocabulary.

5) The survey showed that that 95% of students prefer to work with authentic textbooks (English for Specific Purposes (Medical, Nursing, Medical Equipment Repair, Physiotherapy, Physician Assistant), Professional English in Use (Medicine), Medicine 1, 2 (Oxford English for Careers), English for the Pharmaceutical Industry (Oxford Business English)).

6) Among the advantages of authentic textbooks, students noted the following:

– relevant and structured information (95%);

– interesting and useful topics for professional activity (42%);

– development of all skills (communication, writing, reading) (36%);

– short and clear explanations of grammar (81%);

– dosed information (96%).

Authentic textbooks are an example of a rational combination of all active methods of teaching a foreign language for specific purposes. The textbooks we analysed contribute to the development of skills of effective professional oral and written speech in a foreign language environment.

The survey of students revealed the effectiveness of authentic textbooks, which provide an opportunity to approach and feel the foreign language environment through certain authentic material.

**Conclusions.** This research study examined the effectiveness of English language manuals for medical professionals and students' attitudes toward the resources under investigation. The analysis of authentic English manuals proved, that they trigger learners' motivation and improve students' language skills and the ability to demonstrate acquired knowledge in formulating evaluative and comparative judgments. The respondents' willingness to use English authentic manuals shows that these

resources optimise English learning process. According to students' survey, such aspects as communicative competence, extensive vocabulary acquisition, and availability of audio materials and applicable nature of authentic textbooks promote high language proficiency. As the findings revealed, authentic resources provide better acquaintance with original professional literature and the latest advances in medicine.

The use of authentic materials in foreign language lessons allows teachers to carry out training more effectively, simulate immersion in natural speech environment and form the ability of students to take part in the process of real communication in compliance with the national-cultural specifics of the target language country. Moreover, authentic materials can be regarded as beneficial tools in teaching English for specific purposes since they reflect the naturalness of the language, contain cultural content and improve communicative competence.

We see the prospects of our further study in the in-depth analysis of different ways of optimising English language proficiency.

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