



Screening Authenticity of Linguistics Materials at Balkh Bookshops, Public Libraries and Universities

Author
Email
Orcid

Bahrudin Shewachy

English Department, Literature and Humanity, Badakhshan University,
bahrudin.shewachy@gmail.com
<https://orcid.org/0009-0009-7032-5533>

Author
Email
Orcid

Mirza Mohammad Borhan

English Department, Literature and Humanity, Badakhshan University,
Mirza.borhan@gmail.com
<https://orcid.org/0000-0003-4418-5871>

Abstract

The study seeks to screen the authenticity of linguistic materials at Balkh institutional centers. The study was conducted in Mazar-e-Sharif, Balkh. The aim was to find out how many authentic linguistic sources exist in Balkh libraries, bookshops and Universities. The data was gathered through reports and photos. A checklist was designed for the measurement of seven well-known libraries' linguistic materials. The analysis of the data shows that records, studies, characteristics and amount of these materials cannot answer the criteria mentioned in the checklist. The results indicated that there are not enough linguistic materials accessible in Balkh province bookshops, libraries and universities. It is recommended that these educational and institutional centers should be equipped with authentic and enough materials.

Keywords: authenticity, linguistic, material, library, university

بررسی معیارهای مواد زبانشناسی در کتاب فروشی ها، کتابخانه های عامه و پوهنتون های بلخ

نامزد پوهنیار بحرالدین شیوه چی

دیارتمت انگلیسی، پوهنخی ادبیات و علوم پژوهی، پوهنتون بدخشان

bahrudin.shewachy@gmail.com

<https://orcid.org/0009-0009-7032-5533>

نویسنده

نشانی بر قی

شنانی ارکايد

پوهنمل میرزا محمد برهان

دیارتمت انگلیسی، پوهنخی ادبیات و علوم پژوهی، پوهنتون بدخشان

Mirza.borhan@gmail.com

<https://orcid.org/0000-0003-4418-5871>

نویسنده *

نشانی بر قی

شنانی ارکايد

چکیده

این تحقیق به دنبال بررسی معتبر بودن منابع زبانی در مراکز آموزشی و تحقیقی ولایت بلخ است. مطالعه در شهر مزار شریف بلخ انجام شد. هدف اصلی، شناسایی میزان منابع زبانی معتبر موجود در کتابخانه ها، کتابفروشی ها و پوهنتون های این ولایت است. معلومات از طریق گزارش ها و عکس ها گرد آوری شد. یک چک لیست برای ارزیابی منابع زبانی هفت کتابخانه معروف طراحی گردید. ارزیابی معلومات نشان می دهد که یاد داشت ها، مطالعات، ویژگی ها و حجم این منابع، معیارهای ذکر شده در چک لیست را برآورده نمی کنند. نتایج نشان دهنده آن است که منابع زبانی کافی و قابل دسترس در کتابفروشی ها، کتابخانه ها و پوهنتون های ولایت بلخ وجود ندارد و منابع موجود نیز قادر معیار های قبول شده هستند. بر این اساس، توصیه می شود این مراکز آموزشی و تحقیقی با منابع معتبر و کافی تجهیز شوند تا نیازها را پاسخگو باشند.

کلید واژه ها: معتبر بودن، زبانی، مواد، کتابخانه، پوهنتون

Introduction

Authentic materials have got the characteristics of having the language input and skill development positive impression in learner's mind, or authentic materials enable learners to interact with the real language and content rather than the form. Based on the characteristics of good materials as follows; materials should have positive effect on learner motivation; materials should provide authentic cultural information and provide exposure to real language; the materials are of good quality, whether print, sound, pictures, or other graphics; materials are available locally, on the internet, or have been collected by the teacher and focused on what students are learning at the point. Through their use, learners can begin to develop survival language skills, learning to develop a tolerance for what they cannot understand in order to get as much information as they can from what they do understand. The learners would be unable to hear, read, and produce language as it is used in the target culture.

As Dude & Tyne (2011) stated that authenticity or reality of language use in its normal pragmatic functioning depends on its being localized within a particular discourse community. Moreover, Leonor (2003) also claimed that authentic materials reflect the changes produced in language, being both students and teachers updated of such changes.

This article focuses on using authentic materials in academic platform. And how much authentic materials can be found in these places. Where the research take materials are state government universities, private universities, and libraries of Mazar-e-Sharif city that how much authentic material can be available especially in linguistic field.

Problem Statement

Availability of authentic materials in every academic field is so necessary that it paves the way for better learning. As it has been observed in many academic fields in Afghanistan, one of the most important challenges that learners face is lack of authentic materials. English is an international language as it is studied as a branch (English Literature) in Afghanistan especially in literature faculties. There is a special need for availability of authentic materials in all fields especially English.

Research Questions:

Main Question: What is the level of authenticity of linguistics materials at Balkh bookshops, public libraries and universities?

Sub Questions:

1. Which organization has published it?

2. Whose perspective, is it?
3. Who has written the book?
4. Which format is it following?
5. How is it cited and mentioned in reference?
6. What is the date of publication?

Research Significance

The research has been done to reveal if there are enough or any English authentic materials in Balk universities. There has been less research done on the topic as this research gives information and help learners where to find authentic materials and what are the main characteristics of authentic materials. After studying the research, learners can distinguish authentic and non-authentic English materials. Moreover, they can decide where to find authentic materials as well as the criteria for choosing best authentic materials.

Research Objectives

Main Objective: To screen the level of authenticity of linguistic materials at Balkh bookshop, public libraries and universities.

Sub-Objectives

1. To explore if they are up-to-date.
2. To determine if they are published by reliable organizations.
3. To screen by whom, they are written.
4. To know if they have correction reference and citations.
5. To explicit their scholarly format.

Literature Review

Qamariah (2016) explains that language students are better to be exposed with different language forms and actual use that people in the native community use. He better states students need to learn actual use of language rather using formal form used in the classroom. By exposing to real use of language, learners are going to encounter words and contractions that are never used in the class. In terms of for which level these materials should be used, he highlights that it is better for intermediate and advanced level learners. On the other hand, it can be used for any level and stage considering some important points like simplifying, considering appropriate tasks, and helping them feel more comfortable. Regarding the pros and cons of using authentic materials the author tells that bringing and using these materials make learners feel learning authentic and read life language. In addition, it can build communication competence. Contrary to this, it can have disadvantages like it can be culturally biased or too problematic. Moreover, it can be a learning burden for the students. Similar to that Nunan (1999) states “in many cases, the language heard in classroom is an overall formal, unnatural use of spoken language,

and authenticity is lost because of a need to communicate specific language topics in a way that some teachers feel would be more comprehensible”.

Similar to that, authentic materials are selected by the teachers according to the needs and interests of the learners to involve them in learning English skills for demonstrating their skills in the outside the classrooms. Adding to this, it can develop creativity among the learners and the teachers also. they are more useful for the learners whose previous knowledge and educational background is very low. Learners can greatly build a connection between the outside world and the English classroom. In addition, authentic materials provide the opportunity for the English language teachers to adopt various strategies to teach the learner using the latest techniques in their classrooms, the learners have a chance to learn the language in a novel way Rao, (2019).

Adding to that, authentic materials are most important facilities that a teacher can and should have it in order to teach his/her students effectively. These kinds of materials can rejuvenate students' interest and develop their knowledge of real world. Using authentic materials started from 1970s; so, it shows that this method is not something new. Herod (2002, as cited Azri, R. H., & Rashdi, M. H 2014) defines "authentic learning 'materials and activities' are designed to imitate the real world situations." (Azri, R. H., & Rashdi, M. H 2014)

In addition, Breen (1985, as cited Azri, R. H., & Rashdi, M. H 2014) stated that four types of authenticities exist such as, text authenticity, learner authenticity, task authenticity and authenticity of classroom. Using authentic materials in a classroom is more motivational than inauthentic materials because it makes students feel that they are learning a real language and real issues in the world. Also, teaching students with inauthentic materials causes that they face with many difficulties. (Azri, R. H., & Rashdi, M. H 2014).

Futhermore Rahman (2014) illustrates authentic materials are the best method of filling gaps in available teaching program, because of changes in the language itself. The use of authentic texts provides knowledge environment for learners due to they can easily use the context of the language in real life communicative discourse, and they can apply the generalizations that they have plotted during the course of instruction. Arnold,(1991) declared “the factors behind authentic material are like; learners proficiency , mode , types of modification and topic familiarity” as these factors are important when learners apply these materials in real like situation. Rahman better explains, the use of authentic teaching materials help learners

exposed to the cultural force of the language that they are learning also it provide a great opportunity for learners to study reading skill with emphasis on grammar and vocabulary in a more meaningful manner or familiarize them with lexicon and lexical relations and usage of them in context as well. Authentic materials are getting a chance for learners to test their hypotheses in real authentic texts. There is an important question how and what type of material to collect. The first way to select the material is that, the teacher should have the "effective research skills" to be able to find the material relevant to the need of his/her learners.

Research Methodology

This study was done in field research that was a little bit broad through the Mazar-i-sharif city, Balkh province. The checklist was designed to measure the authenticity of 7 well known libraries in this province. Linguistic materials that exist there, were studied and according to their characteristic's checklists were filled.

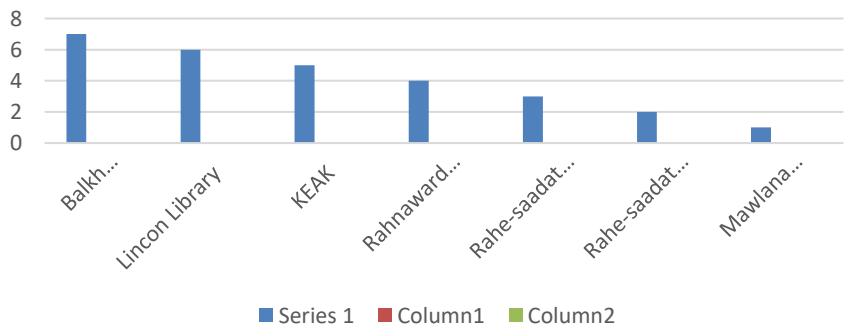
The data was collected from 7 common libraries through Mazar-i-sharif city such as: Balkh University, Lincoln library, KEAK, Rahnavard University, Rah-e-Saadat University, Rahe saadat bookshop, Mawlana University. In these libraries, linguistic materials were selected, taken photos and studied by this research team to measure their characteristics and fill the checklists.

After collecting data from these libraries, it is analyzed by MS.Excel software to illustration in descriptive statistics and frequency graphs. Each graph shows materials from a single library and interprets the characteristic based on the designed criteria for authenticity.

Findings and Discussion

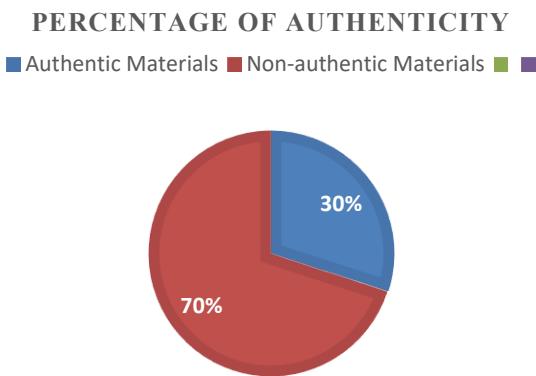
Figure 1:

Level of Linguistics Authentic Materials at Balkh Libraries



As the figure 1 interprets the level of linguistics authentic materials in Balkh libraries, Balk University stands at the top. The books which are found in Balkh university library are authentic for they meet the criteria of authenticity although there are limitations for that as well. For example, the books are not as relevant as expected in the field. In categorization the Lincoln library comes in second level. This library has enough authentic books while the amount of linguistics materials was less than expected. There was only one book relevant in linguistics field. There comes KEAK in third level. The same problem has been found in KEAK which is relevancy. The books available in KEAK library are authentic but not so relevant in linguistics field. Lack of authentic materials is also found in Rahnaward University while linguistics is thought there. There are only two linguistics books which are not authentic. The books are published in the country by non-native speaker. In fifth level there comes Rahe-saadat University. The books that are found in Rahe-saadat are not authentic as well. These books have been copied from outside sources which are not cited properly. In Rahe-saadat bookshop the same problem is revealed. There has been recorded two books in this library. The books only meet one criteria of authenticity which is being up-to-date. Mawlana University is set in last level for there was found only one chapter that was not authentic. Although linguistics is thought in the university, they don't have either enough materials or authentic ones. As the figure shows, there is not enough linguistics material in Balkh and those found are not authentic.

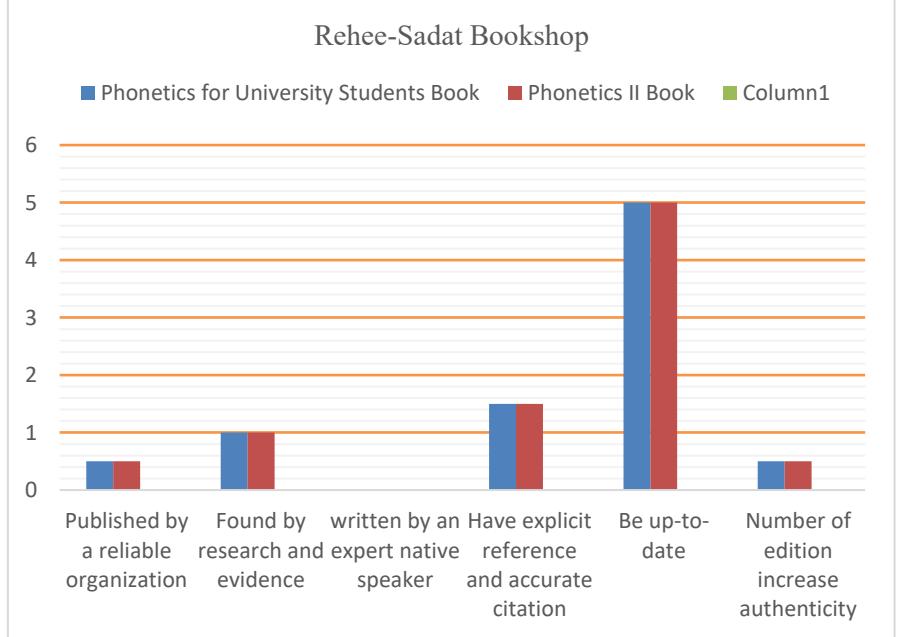
Figure 2:



Like the figure explains, 70% of linguistics materials at Balkh is not authentic. These materials are found mostly in Rahnaward University, Rahe-saadat University, Mawlana University and Rehe-

saadat Bookshop. There are only 30% authentic materials in linguistics field. Even this percent is not pure enough as there is still problem in relevancy. These are not as relevant as expected.

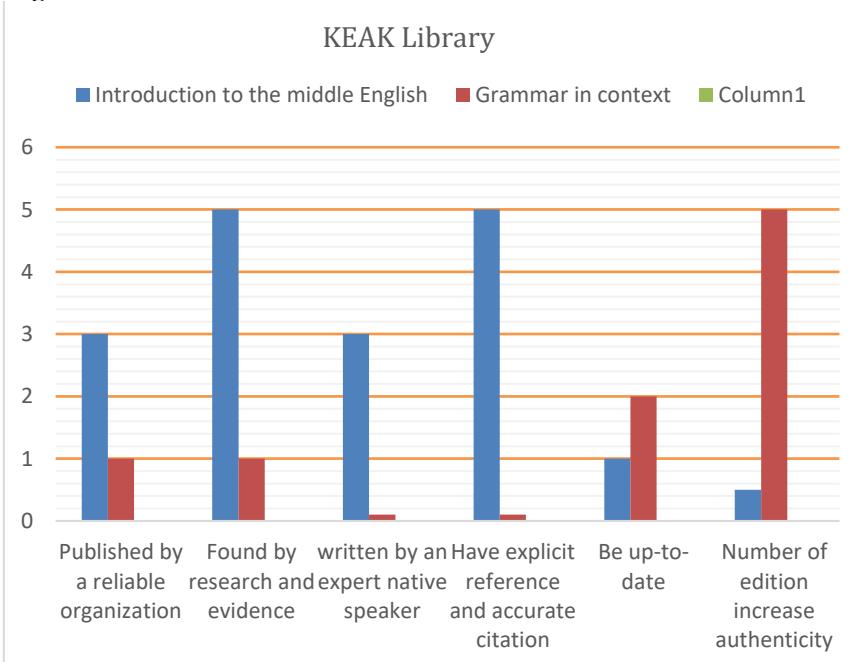
Figure 3:



The books which are named "Phonetics for University Students" and "Phonetics II" are not considered as authentic materials in linguistics field. For they do not meet the criteria of authenticity, they cannot be called linguistics authentic materials. These books have been found in Rehee-Sadat library shop as these evidences through the research reveals lack of authentic materials in this library. The book "Phonetics for University Students" is written by one of the faculty who teaches in English Department of Kabul University. The book is written and published in Kabul, Afghanistan so it does not fulfil the first and important criteria of being authentic. Additionally, the book has not enough references as it is not clear where it has been taken from. Even as records show, there is no single citation whining the book. Move over, it has not been published by a reliable organization so it is called a copied book. Similarly, these features are found in the book "Phonetics II" which is written by another faculty who teaches in the same department. The author is a non-native speaker who has not cited the sources with the text. In addition, he has used the word compile which means the sources is himself while no single word is his. The number of edition is not evident like it is not written in the book. Contrary to

that, both are written in the recent years so they are called up-to-date books. Based on evidences, records, interview, and report, there is not any linguistics authentic material in Rehee-Sadat Book shop.

Figure 4:



Introduction to the middle English

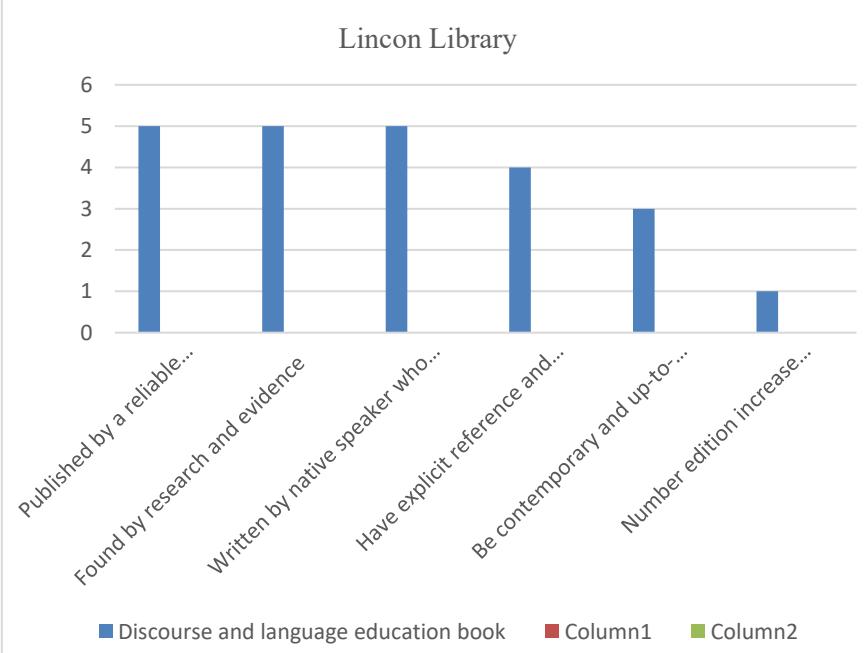
According to analyzing this book, level of reliability of organization that published this book, is graded 80%, because Edinburgh University is one of the valid educational centers. By looking at the contents of the book, it is understood that this book is written relying on many researches and studies so it takes 100%. Simon Horobin and Jeremy Smith are two native American speakers who wrote this work but their level of expert decrease measure and get 80% of this section. In this section, the book is taken 100% due to many parts of this book, accurate citations are seen and in the last part references have been mentioned. Because it was written in 2002, it gets 40% of being up to date. Next, board of edition of this book is too reliable so that it takes 90% of this measurement. In conclusion, this book is known as an authentic material to use in teaching linguistics subject.

Grammar in context:

After analyzing the book titled grammar in context, level of authenticity of organization that published this book is got 40%

because Sherrise Roehr is not known as a valid publisher. The contents of this book seem true but there are not any research that shows how it comes from. It is not written by a native speaker because authors are from another country. In addition, references and citations do not exist in this book. The book was written in 2010 so it can be said it is not too updated and it gets 60% of this measurement. The book is edited 5 times so that it is taken 100% of this section. Finally, the book named, grammar in context is not too good and not too bad, it is moderate to teach in linguistic class.

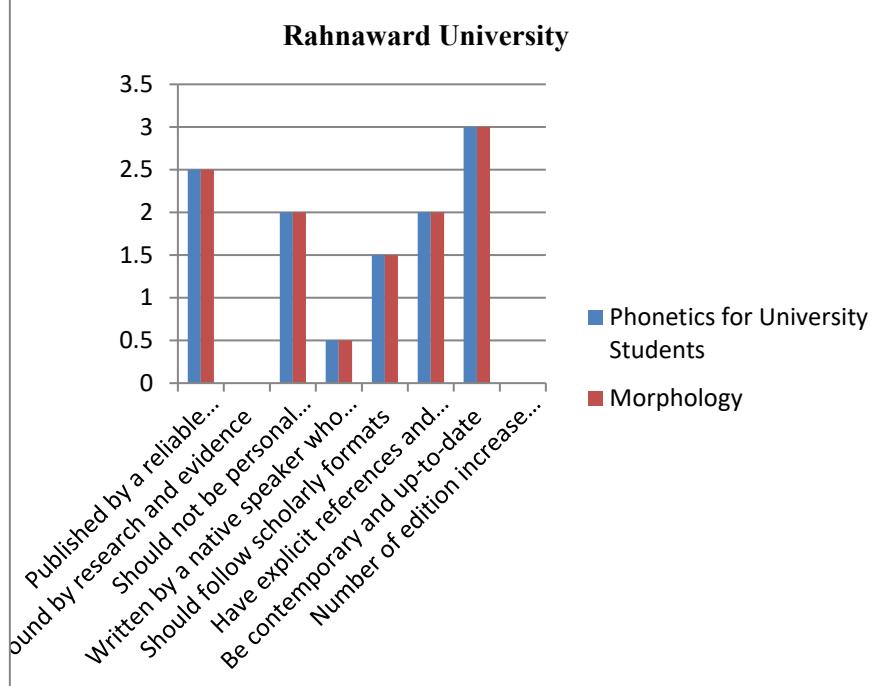
Figure 5:



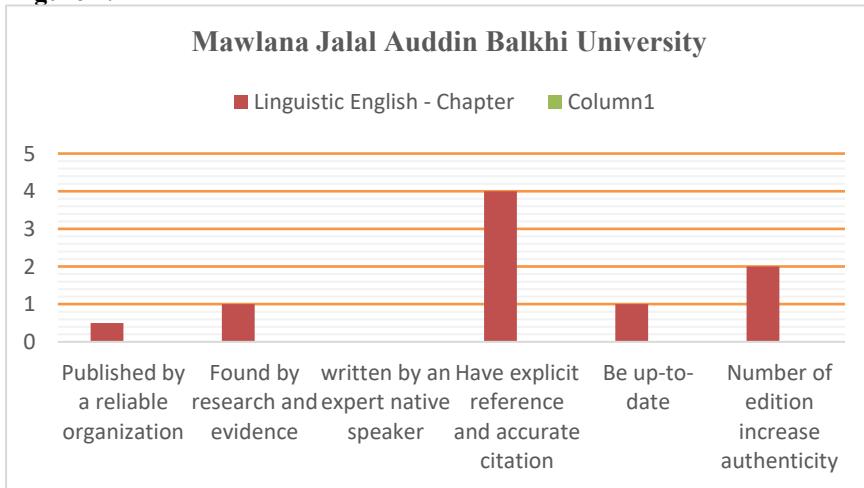
Discourse and Language Education is socially appropriate and linguist authentic material which is linguistically accurate for university students based on criteria authenticity. This book is written by a native speaker EVELYN HATCH which one of the part Cambridge language teaching libraries and also teach as an introductory course in linguistics at the University of California, Los Angeles. This book has been founded in Linchon Library and as the result of research, report and evidence shows lack of authenticity materials in this library. In addition, this book has a lot of reference, and it fulfil the importance of being authentic material, and the number of edition of it's does not write, but it is published in 2000 year by the way it is called up-to-date book. So, based on evidence, research, and report, this is an authentic material book in Linchon

Library. Discourse and Language Education will be of great interest to teachers of ESL/EFL, foreign language teachers, and special English Departement of Balkh University teachers.

Figure 6:

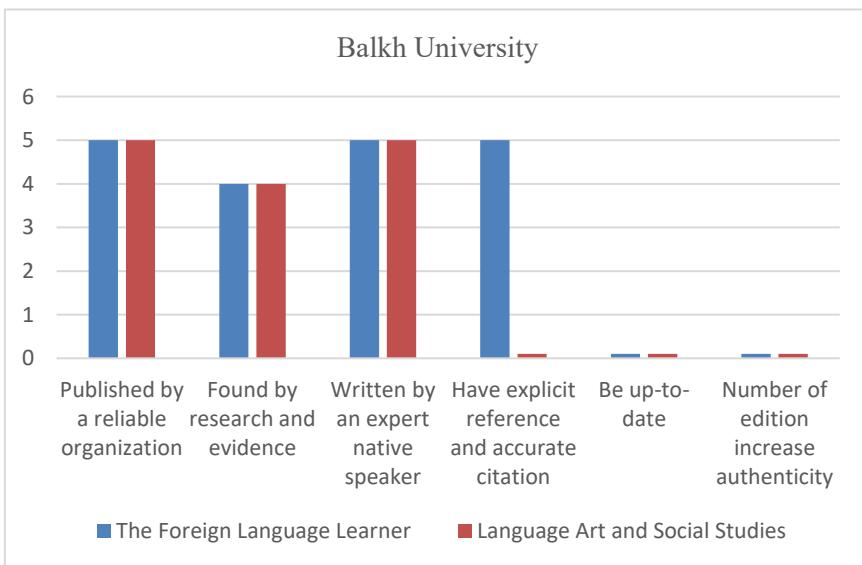


There has been found two books in Rahnward University under the titles of (phonetics for University students) and (Morphology). These two books are thought in Rahnward University but these books were found from outside because, these are not available in their own University library. The book (Morphology) that we found based on research was from bookshop of Saqafat, this book has been published by (Nawisa Publishing house and its Author is Afifa Kosha). Originally this book is written by another person and this person edited the book and wrote her name instead of that person. So, we can't say this book is an authentic book because everything's is copy and paste. Also the book "Phonetics for University Students" is from another writer so a teacher from a university of Kabul edited and write his name on book and mentioned "I write this book". So we cannot fine the characteristic of authenticity in this book. All things in these two books gathered from different books and these books published by an native speaker which, he does not have experience in the linguistic field and he is not an expert in the field of linguistic.

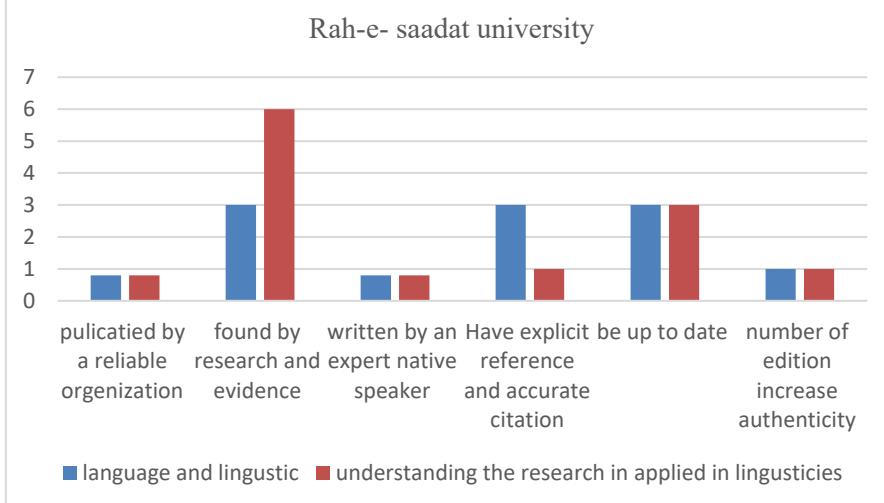
Figure 7:

As Mawlana Jalal Auddin Balkhi private University has been observed for records linguistics materials, some evidences have shown the result of this investigation. according to the checklist it was observed to investigate linguistics materials. Their materials have not been designed or gathered according to students learning styles or academic needs. For the majority of classes, they have a single textbook named (Linguistic English chapter for third semester) which is borrowed from the Shahid Rabbani University. The textbook is not authentic because it does not have the basics for authentic linguistic materials. For instance, materials are out dated, and have no credible reference. For instance, according to their course policy they just use this chapter as a source both in class and student's seminars. In Mulana Jalal ad den Muhammad Balkhi private University there are not enough linguistic materials. Specially in their library there are not at least one book in linguistic subject.

Figure 8:



There are two books about linguistics that has been found in Balkh University library by a research of English Linguistics Materials. The books “The Foreign Language Learner” and “Language Arts and Social Studies” are authentic because they do meet the all criteria which are needed in authenticity. Both of the books have been published in a reliable organization in New York and also both of the books was prepared using the research and evidence materials. As well as, the books were written by expert native speakers in United States. The difference between these two books is their references and citations section. The book which is named “The Foreign Language Learner” has explicit reference and accurate citation at the end of the book which helps readers to find the references very easily for their use. In contrary, in other hand the book “Language Art and Social Studies” has neither reference nor accurate citation at the end of the book. If we talk about the date and edition of the books, both are the same and they are out of date and have not number of edition yet.

Figure 9:

As the figure interprets, there has been found two linguistics books in Rah-e-Sadat University. These books are taught for language students in this university. The first book which is named "language and linguistic" is not an authentic material for it does not full fit the criteria of authenticity. First, the book was not published by reliable organization. In addition, the book is written by non-Native speaker of Irani and published in Tehran. So, it does not complete the first criteria of authenticity. However, it has been brought some accurate citations from different expert of English. But, the number of citations was not enough to respond completely the criteria of authenticity. Moreover, the book was published in recently years it called up to date book. But, edition number was not mentioned within the book as it does not have another edition with itself.so, it does not answer the last question of authenticity. Similarly, the second book "Understanding research in applied in linguistics" has not been published by any reliable organization and written by non-native speaker and also published in Tehran, Iran as well. An in another hand, it has been found by research and evidence studies from the expert of English language within the content of book.so, it can respond one of the criteria of authenticity. Contrary to that, both of them were published in recently years so it called up- to-date books. Furthermore, the above books did not respond to all criteria of authenticity.

Discussion

Authenticity is a big discussion in language especially in linguistics. Most of the books and materials found in these institutions are not authentic. In addition, these books are not mostly up-to-date for there is no demand by learners. As the analysis and findings revealed, this problem is found in Balkh bookshops, Universities and public libraries as well. There has been found some authentic materials in libraries like KEAK, Lincon, and Balkh university library while the problem with those were, not being so relevant to the field. Materials that were available in the said libraries could meet the criteria of authenticity but there were not as relevant to linguistics as expected. So it is still a problem among all these libraries. To add, universities like Mawlana, Rahe-saadat, and Rahnaward teach linguistics and language whereas they do not have enough linguistics materials. There has been found only one linguistics chapter in Mawlana and it was taken from other sources. Similarly, this chapter was not authentic. There was not any accurate citation and clear reference. And this chapter was outdated as they did not plan to bring up-to-date one. In Rahe-saadat and Rahnaward universities there were only two books available under the tittles of morphology. These book are thought in these universities while they could not meet any criteria of authenticity but only one. The only criteria disclosed in these book were being up-to-date. On the other hand, there was not any clear references where the books are taken. Records revealed that there was not even a single citation within the text. In the same way, the books are written by faculties who are teaching in Kabul university. They are called nether native speaker nor expert in the field. There is nothing written by themselves but are copied by them whereas the sources are not mentioned in the books. Even it has been recorded that there is not edition number as well. Considering the criteria of authenticity, these books are not linguistics authentic materials. Records from Rahe-saadat bookshop manifested the same result as two linguistics books were available but not authentic. As analysis, records, interviews, and copies of books showed, there are not enough linguistics materials at Balkh bookshops, universities, and public libraries. The ones which are available are not authentic.

Conclusion

Authenticity is one of the most important issues at universities that teach language and linguistics. This issue has arisen questions at Balkh province. As the research aimed to find the level of linguistics authentic materials in Mazar-e-Sharif bookshops, universities, and public libraries. It has been found that there are not enough linguistics materials in Mazar-e-Sharif libraries. Universities like Rahnavard, Mawlana, and Rahee-saadat teach language and linguistics while they do not have linguistics authentic materials. The research has found that there are some linguistics authentic materials in Public libraries in Mazar-e-Sharif but the problem with those ones are that they are not relevant as expected. In the same way, bookshops have no more two books, whereas the books are not authentic. As they do not meet the criteria of authenticity.

Recommendations

1. This study was conducted in Mazar-e-Sharif institutional canters, it would recommend if any other research conducted with the same topic, it's better to be conducted from more libraries and universities.
2. It also recommended that if the next research with the same topic is conduced, it would be more effective in a comparative way.
3. Another recommendation for further study is to identify some solutions for having authentic materials.

References

Arnold, E. (1991). Authenticity revisited: How real is real? English for Specific Purposes. Doi: 10.1016/0889-4906(91)90026-p.

Azri, R. H., & Rashdi, M. H. (2014). The effect of using authentic materials in teaching. *International journal of scientific & technology research* volume 3.

Gilmore, A. (2007). Authentic materials and authenticity in foreign language learning. *Language Teaching*, 40 (2), 97-118. DOI: 10.1017/s0261444807004144.

Leonor, (2003). Benefits of using authentic materials in EST class .ES 25(2003-4)-pp.183-192.

Peacock, M. (1997). The Effect of authentic materials on the motivation of EFL learners. *ELT Journal*, 51 (2), 144-156. DOI: 10.1093/elt/51.2.144.

Qamariah Z. (2016). Authentic Materials, an Alternative in English Classroom. Conference Paper. Institute of Aghama Islam Negeri Palinka Raya.

Rao, (2019). The effective use of authentic Materials in the English language classrooms. *Shan lax International Journal of Arts, Science and Humanities*, vol. 7, no. 1, 2019, pp. 1-8. Doi: 10.34293/sijash.v7i1.556.

Richard Dude & Henry Tyne, (2011). *Authenticity and autonomy in language learning*. Bulletin Suisse de linguist appliqu , Neuch tel: institute de linguist de university, 2010,92, pp.86-106.hal-00525058v2.

Ruhman, R. (2014). A Case for Authentic Materials in Language Teaching. University Of Peshawar.

Tomlinson, B (Ed). (2011). *Materials Development in Language Teaching* (2nd ed.). Cambridge University Press. ISBN: 978-0-521-76284-1.