Authentic Material and Interactive Activities
in EFL Classroom

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Abstract

Actively engaging EFL learners in the classroom will help them think more deeply about the course content, bring additional energy to the classroom, and help identify the extent to which they may be struggling with the material. Yet, some teachers of English are having problem to engage students' attention. Incorparating authentic material and interactive activities such as jigsaw reading and group discussion can be alternative ways to deliver the materials.The purpose of this paper is to highlight interactive activities which can motivate students and increase their interest in leaning English in EFL classroom.

Keyword: authentic material, interactive activities and EFL classroom

INTRODUCTION

How many teachers recognize this situation? Teacher A comes into teacher room and collapes into a chair with a groan. "How I should teach to engage their attention. They just sit there the whole time and seem like day dreaming. I can't get any response out of them. It's boring."Teacher B listens to and replies "I feel same. This class I have this semester is just hopeless. Sometimes, they can't follow what I'm talking about at all."

Involving EFL learners to participate actively in the classroom is one of the most teachers' challenge. Various learners background knowledge and need must be considered. It is in line with what Dornyei (1998) who said that motivating students in the English as a foreign language (EFL) classroom is often a complex and difficult task thatinvolves a multiplicity of psycho-sociological and linguistic factors.

Therefore, teacher needs to provide an authentic material and interactive activity to engage learners' attention and create communicative classroom atmosphere.Moreover, teachers must deal with time and the material stated by the curriculum. This English teachers' dilemma comes up to as a serious prolem especially in undergoing the teaching and learning process.Active involvement in the learning process is vitally important in two areas: (a) for the mastery of skills, such as critical thinking and problem-solving and (b) for contributing to the student's likelihood of persisting to program completion (Braxton, Jones, Hirschy, & Hartkey, 2008; Prince, 2004).

Authentic Material

Kilickaya (2004), defines authentic materials is"exposure to real language and use in its own community." Nowadays, preparing students for real life situations is of utmost concern for English language teachers, especially in EFL classes. Exposing students to such language forms will enable them to cope with genuine interaction, whether it is inside or outside the classroom.When authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. In contrast to the design of the text books, authentic materials are intrinsically more active, interesting and stimulating (Lee, 1995; Little, Devitt & Singleton, 1988; Peacock, 1997; Shei, 2001).Freeman (2000, 129) states that one of the characteristics of communicative language teaching is using authentic materials. Communicative language teaching approach changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom. Hence, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be able to communicate the learned language in real situations. In short,it can be synthesized that the authetic material is material which consider students' need adjusting real situation.

To develop language learning and teaching practices in the real life situation and to fulfill social purpose of the community, an authentic textbook is a highly significant factor. Rogers and Medley used to refer to "language samples ... that reflect a naturalness of form and an appropriateness of cultural and situational context that would be found in the language as used by the native speakers"

(Rogers, C.& Medley, F., 1988). According to Ur, students usually have troubleunderstanding texts outside of the classroom because classroom readingmaterials do not reflect the language of the real world. She states, "We want ourlearners to be able to cope with the same kinds of reading that are encounteredby native speakers of the target language" (Ur, 1996).Berardo provides three criteria for choosing authentic texts: suitability ofcontent, exploitability, and readability (Berardo, 2006). Suitability of contentindicates that the text should interest the students as well as be appropriate to
their needs and abilities. Bacon and Finneman add that the texts should beculturally relevant to the experience of the students (Bacon, S. & Finneman, M.,1990). In this vein, Lee states that "a careful and wise selection of materialsfocused on learners is a must if we want a positive response from them" (Lee,1995). Exploitability refers to how the text can be used to develop the students'competence and how the text can be exploited for teaching purposes.

Types of Authentic Materials:
        Teaching materials are a very essential part of teaching and learning a foreign language. These days, the resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials. Genhard (1996) classified authentic materials into three categories as follows:
1. Authentic listening materials, such as radio news, cartoons, songs, etc.
2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, etc.
3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

The use of Authentic Materials in the EFL classroom:
        Using inappropriate teaching materials makes learners face difficulties in learning a foreign language. Learners need to be motivated to succeed in learning any language. Therefore, teaching materials must be motivating and raise learners' interest. If teaching materials are not interesting and motivating, learners will learn nothing. In order to help learners learn better, a lot of researchers suggest using authentic materials (AM).Richards (2001), mentions several reasons for using authentic materials in the classroom. These are: (1) they prepare learners for real life, (2) they meet learners' needs, (3) they affect learners' motivation positively, (4) they encourage teachers to adopt effective teaching methods and (5) they present authentic information

about culture. Authentic materials therefore, help learners realize the relationship between the language presented in the classroom and the language used in real world situations. From his side, Genhard (1996) believes that authentic materials "contextualize" the language learning. In addition, authentic materials help to bridge the gap between the language being taught in the classroom and the language used by real people in real situations in the real world.

Interactive activities

Another significant dimension to language learning is providing learners with opportunities to interact freely and learn from each others' mistakes (Lightbown & Spada, 1993, Davis, 2003; Ghaith, 2003). Interactive activities for teaching English as a foreign language to university students improvescomprehension and communicative competence as found by Morell (2004) who compares conventionalnon-interactive methods with minimal student interventions with interactive classes that use entertainment, students'oral presentation and student interventions. Findings indicate that in interactive classes, teachers are aware of their students' needs to understand and improve their communicative competence and of the importance of studentinvolvement. In non-interactive classes, teachers felt pressured by time and course syllabus and commented that moretime and preparation would be needed if they are to convert to interactive teaching methods. Interactive classes are also favored by students' language learning strategies in four colleges of business, basic education, technological and health sciences in Kuwait (El-Dib, 2004). Data were analyzed by the Strategy Inventory of Language Learning (SILL) and findings indicate that students prefer the active naturalistic use of the language, i.e. language as the main communicative means by students from different nationalities.

For those who use lecture as the primary delivery method in the classroom, there are a few relatively easy methods to increase student involvement and interest in the classroom.

1. Jigsaw reading

   This activity, in which students practice summarizing information and work on oral communication skill, is a great way to cover large amounts of reading material in a short period of time. Students collaborate and interact with their peers as they chech their understanding of the reading with one another, and they also practice teaching information to heir fellow group members. Jigsaw reading can be used with any topic and entails reading article or

textboox chapter with distinct sections that can be divided among students. Because it is easyly adapted for different levels and ares of study.

The grouping strategies for any jigsaw activity will vary depending on the size of the class and the diversity of reading levels. It is possible to select and assign contextually relevant text at a variety of reading levels. If the text(s) selected are too long to be read during class, they can be assigned as homework a the end of the previous lson, and the activity can simply commence at step 3, below.

Language objectives: Developing reading skill, presenting oral summaries, and improving listening skills.

Materials: Several reading passageon the same topic or theme, or one longer passage natural break that have been clearly marked and labeled. The text can also be cut into setios so that students anly read the part they have been assied.

Time: One class period if the reading is done in class, 20-30 minutes if the reading is assigned beforehand; the required time varieties depending on the length of the reading passage.

Procedures:

Step 1: divide students into groups according to the number of sections that need to be read. For example, if he text has been divided intosix sections, there will be six students in each group.

Step 2: Hand out the artile and assign a different secion to each students in each group. Provide the students enough time to read through their section twice. Step 3: Ask students to form expert groups. For example, all of the students in class who read section one should form a group to discuss this section. Large class may require multiple expert groups for each section. Students in each expert group summarize their section, answer questions that have been assigned or that they have formulated during their reading, highlight their point, check their understanding of the text, review new vocabulary, and practice the information they will present when they return to their original groups.

Step 4: Students return to their original groups, where each member explains his or her section of the reading to the rest of the group.

Step 5: Once it becomes clear that the students have mastered the content of the text, ask them to reflect on the activity that was used to deliver the content. Describe how the jigsaw activity will support readers in their own classroom. In group or as a class, ask students

to review the steps of the activity and brainstorm ways in which they would apply it in their own classroom.

2. Word Bank

      According to Hedgcock and Ferris (2009, p. 81),the word is the most basic unit of written text means that vocabulary is integral to reading comprehension and is the foundation on which a great deal of classroom knowledge is built. Language learners and native speaker alike must learn the specialized terminology of their field, such as photosynthesis, motosis, reproduction, and adaptation in the science class; integer, factorial, denominator, and polygon in the mathematics class; and metaphor, plot, onomatopoeia, and climax in the English literature class.

      The word bank activity serves a number of purposein the teacher training course. It is used to test the students' knowledge about vocabulary(e.g., word part, polysemy, collocation) as well as their knowledge of key vocabulary used in their subject areas. The activity also provided students with practice materials that will motivate their future students to participate in class and to build their own language skills.

Language objectives: Augmenting content-specific vocabulary and building knowledge about vocabulary that can be applied to future learning context.

Materials: Dictionaries, photos from magazinez or the internet, index card, and textbooks from the students' subject areas.

Time: 15-20 minutes in class, or several days ouyside of class, depending on the homework schedule.

Procedures:

Step 1: Present the concept of polysemy and collocation. Find out if the students are familiar with the term or if they can guess what the term mean by using their knowledge of word part. Step 2: Briefly explain the concept of polysemy and provide students with examples that are relevant to their subject areas. For example, the word *party* describes either a celebration or a political party. Likewise, the word *power* has different meaning when it is used in mathematics, electrical engineering, and political science context. Allow students several minutes to work in pairs and brainstorm more example from their subject areas. Step 3: Briefly explain the concept of collocation and provide students with example that are relevant to their subject areas. For example, the terms thesis

statement and sentence fragment in the English class, prime number and greatest common factors in the mathematics class, and global warming and cellural respiration in the science class contain words that customarily appear with each other to describe a given concept. Allow students several minutes to work in pairs and brainstorm more examples from their subject areas. Step 4: Inform students that they will be adding to the brainstorming lists to create a word bank that can be used as a resource in their classrooms and as a model should thay choose to have their learners complete the same activity. The remaining steps can be introduced in class-with an accompaniying model created by a student or the teacher-but can also be completed as homework. Step 5: Students select five examples of polysemy that appear in their subject areas and are appropriate for their grade level. They create a flashcard for each term with a picture on one side and a brief definition of how the term is used in different contexts on the other side as demonstrated in figure 1.

Side 1	Side 2
Picture (cut out from a magazine, download from the internet, or drawn by the students)	1. Party: a social gathering for a celebration or special purpose. 2. Party: a group of people with common political interests, such as the Democratic Party.

Figure 1. Word bank entry for polysemy

Step 6: Students select five examples of collocations from their subject areas appropriate for their grade level. They create a flashcard for each term, with a picture on one side and a brief explanation of how the term is used in their subject area on the other side, as demonstrated in Figure 2.

Side 1	Side 2
Picture (cut out from a magazine, download from the internet, or drawn by the students)	Global Warming: an increase in the aveage temperature worldwide (definition from dictionary.com)

Figure 2. Word bank entry for collocation

Step 7: Studentsselect fifteen examples of content-specific terms that appear in their subject areas and are appropriate for their grade level. they create a flashcard for each term with a picture on one side and both a dictionary definition and students definition on the reverse side, as demonstrated in figure 3.

Side 1	Side 2
Picture (cut out from a magazine, download from the internet, or drawn by the students)	1. **Tibia : the inner of the two bones of the leg that extend from the knee to the anle and articulate with the femur and the talus; shinbone (definition from dictionary.com).** 2. **Tibia: the leg bone located beween the knee and the ankle**

Figure 3. Word bank entry for content-specific terms

When students are encouragedto put some rael effor into this assignment, and the importantce of the lesson is reflected on and reinforced, they end up creating a beautiful, practical, and useful resource for their future students.

3. Jigsaw Vocabulary
    The jigsaw vocabulary activity, a variation on activity 1 above, can be used to divide up vocabulary work so that groups ave a chance to look at particular terms in depth and practice their presentation skills. As with the jigsaw reading activity, the vocabulary activity is versatile and just as appropriate to use with university students in a teacher training course as it is for eight-grade learners in a mathematics course. The key is getting the students in the teachers training course to realize that connection for themselves. Setting aside time for them to discuss the activity and add it to their toolbox provides them with the opportunity to make that connection.
    Language objectives: Building vocabulary, practicing discussion skills, and developing informal presentation skills.
    Materials: Vocabulary list
    Time: 15-20 minutes

Procedures:

Step 1: Divide students into groups and provide each group with a list of the pertinent vocabulary items. Each group is assigned one vocabulary item from the list and is responsible for researching this one item and teaching it to the rest of the class. Step 2: In their groups, students use the course textbook (or handout, articles, or notes) to create a student-friendly explanation of their assigned term. Students must also come up with an example of how their term is used in the content classroom. For example, if the group has been asked to work with the concept of schemata, they may choose to describe how a series of photographs of pizza and apple slices, followed by a brief discussion of division, can be used to activate students' pre-existing knowledge regarding the concept of fractions in a mathematics class. Step 3: Each group presents the explanation and practical example of their assigned term to the rest of the class. As each group presents, the rest of the class takes notes, filling in the definitions for each item on the original vocabulary list.

Step 4: At the end of the activity, students are given time to reflect on the steps that must be taken to implement this activityfor use in their lessons. This activity can also be embedded in alesson on theories about vocabulary learning, the process that are involved, the importance of vocabulary for language learning and content knowledge, and the role of vocabulary in developing academic litercy. It can be extended by asking students to include all the terms collected during the activity in a word bank or vocabulary log, yet another language teaching strategy that can be implemented in their own classroom.

4. Graphic organizer

According to Colombo and Furbush (2009), "Diagrams, teacher drawings and illustrations, and graphic organizers can be powerful tools to make complex content more comprehensible to ELLs" (p.179). The following activity exposes teacher to a wide variety of graphic organizers appropriate to their subject areas while simultaneously requiring them to reflect on the content knowledge needed to teach a particular topic in their subject. Example of graphic organizers and diagram for this activity include problem-solution outines, compare and contrast matrices, Vnn diagrams, concept mas, spiders map, cycle diagrams, flow charts, T-chats, and anticipation-reacion guides.

Language objectives: Using graphic organizers to make content morecomprehensible, practicing discussion skill, deslide

that can veloping informal presentation skills, and developing listening skills. **Materials**: A copy of selected graphic organizers for each students or a transparancy or slide that can be projected fothe whole class; each graphic organizer should be accompanied by a brief description of its purpose and how it is incorporate into lessons. **Times**: 35-45 minutes.

Procedures: Step 1: Disribute or display the handout on graphic organizersand briefly discuss theuse of graphic organiers in the content class. Find out if any of the students have seen o used graphic organizers before and have them brainstorming abouthe ways graphic organizerscan make content more comprehensibleto English language learners. Step 2: Select one graphic organizer and modl how it is used in the content class. Demonstrate fo example, how a flow chart can be used to present the steps used in solving a proof in geometry. Step 3: Divide students into gruop according to the subjet they are going to teach and assign one of the graphic organizers to each group. As a group, students select a topic in their subject area and create an example how theirdesignated graphic organizers can be used to preset the topic to theirstudents. Step 4: When groups have completed their examples, each group choose a representative to present the group's work to the rest of the class. Step 5: Provide students with time to reflect on how using the graphic organizers made the content clearer and how they can be utilized to simplify and clarify concepts for their learners.

5. Lesson plan mix-up

Lesson planning is the integral part of course for free-service teachers. In this activity, students are introduced to the concept of backward design (i.e., starting with the end or "desired result" in mind) and the steps required to plan a content lesson incorporates both subject matter and language learning (Wiggins & McTighe, 2005). Students improve their langauge skills as they work on sequencing, and use persuasive language and reasoning to reach a group consensus regarding the order in which a sample lesson is planned and presented. The activity also allow students to practice using the language in small groups before being asked to present their result to the class as a whole, creating a sense of safety for those students who maystill be shy about using English in front of their peers. Finally, the activity reaches those learners who required more hands-on practice to enhance their understanding of the content or tound the conche language through which it is presented.Although this activity is constructed around the concept

of backwards design, it can easily be adapted to accomodate whatever approach to lesson planning is embraced by a particular teacher training program.

Language objectives: Using persuasive language to reach a group consensus and developing informal presentation skills. **Materials**: A handout with the steps in the lessons planning process, a sample lesson in which the order of the step has been mixed up and large copies of each step of the sample lesson thet can be posted on the board or wall and rearranged by the students. **Time:** 30-40 minutes.

Procedures. Step 1: Distribute the handout on the planning process and introduce students to the concept of backwards design (I like to use the road trip metaphor; If you don't know where you're going, how can you plan your route? Planning a lesson is just like planning a road trip. You have to know your aims-What do you want the students to have accomplished by the end of the lesson?-before you can plan the assessment tools and individual activities that will lead them there.) have the students refer to their handouts as you elicit each step from them. Once they have reviewd each step and asked any questions regarding the process, students discuss how the order of the steps will change when the lesson is actually presented. They should realize that while planning starts with outcomes and assessment and ends with the introduction, the actual presentation of the lesson will be reversed. Step 2: Divide students into groups and distribute the mixed-up sample lesson. Students should cut the lesson into strips and, reffering to their planning handout, rearrange the strips in the order in which each step should be planned. Step 3: Post the enlarge copies of each step of the sample lesson on the board and assign one step of the lesson planning process to each group. Ask the representative from each group to come up o the board and place the group's step of the smaple lesson in order according to the planning process. Review and discuss the result as a class,answering any questions the students might have about how the actual lesson sample corresponds to the planning stage. Step 4: Repeat step 2 and 3, but ask students to arrange the lesson in the suquences in which it ought to be presented. One again, review the result and refer back to the distinction btween the order in which it is presented. Step 5:
In their groups, have students review the steps of the activity and brainstorm ideas for how it can be implemented in their own

classroom. For example, an English teacher can use th activity to arrange the plot of a story.

6. Questioning Techniques

At the simplest level, this approach requires asking questions during the lecture that challenge students to apply the concepts and principles introduced. Although most instructors would maintain that their students already ask questions during class, some college professors still devote only a small portion of class time to posing questions to students. Most of these questions are directed at the lowest cognitive level, requiring only recapitulation, clarification, or factual responses. Often only a small proportion of students regularly respond.

There are a few things an instructor can do to increase the number of different students responding in a given class period. One method is simply to change the way in which questions are asked. Periodically calling on students is a long-held method to determine which students are understanding the material and which are paying attention. The only downside to this approach is that some students are terrified to speak before a group, and when surprised with a quickly-delivered question the student may "freeze." One approach that often helps students is to teach them to quickly sketch out a response to a question in their notes. When posing questions, pause for 15 to 30 seconds and then call on students. The length of the pause can be adjusted based on the cognitive complexity of the expected response. Another method is to give some "thinking" questions or calculations at the end of class and tell students the next class will begin with students being called on to respond to those items. Finally, it is sometimes helpful to focus attention on a small area of the class and wait for a response from a student volunteer. This increases "pressure" for someone in that area to respond.

In addition to getting a variety of students regularly responding to questions posed in the classroom, it is important that the responses increase in cognitive levels as the course progresses. To insure that they ask questions from the higher cognitive levels, instructors who are adept at questioning usually prepare for class by writing their questions in the margins of their lecture notes or on their lesson plan. Also keep in mind that, although there are many degrees of cognitive complexity, for planning purposes three levels are particularly important: **remembering**, **applying**, and **evaluating** (Anderson & Krathwohl, 2001). At the lowest level,

remembering questions help to ascertain whether the students have the facts

7. Small Groups

Research comparing the effectiveness of lectures and discussions indicates that, although both techniques are similarly effective for knowledge-level learning, the results consistently favor discussion methods over lecture on a number of measures: problem-solving, transfer of knowledge to new situations, and motivation for further learning (Bligh, 2000). There are many small group techniques that may be used in almost any course with very little effort or risk. The primary focus is getting students to really think about the material so they are able to vocalize what it is they are thinking about.

Pair-Share. One of the easiest ways to get students talking about an issue or topic in class is to use the "think/write–pair–share" method. (Lyman, 1992). In this approach, an instructor simply poses an issue or problem to the class and then gives students 30 seconds to one minute to think about or write out their response. Students then pair up and explain their responses to one another for 3 to 5 minutes. Finally, as a class, the issue or result is discussed. Because this technique takes only about 4 to 6 minutes of class time, it could be done one or two times in each class session. This format has worked successfully in many different kinds of courses including math, chemistry, history, philosophy, and art criticism. In a variation on the technique, the instructor asks students to vote on an issue (e.g., "Would you have voted to award President Obama the Nobel Peace Prize?"), then asks individuals about what informed their decision. The class is asked to vote again, and students who changed their votes are asked why they did so (Fink, 2003).

Buzz Groups. McKeachie (2006) uses a buzz group technique to ensure student participation in large classes. In his lectures, when he comes to a concept that lends itself to discussion, he asks students to form groups of five to eight people to talk about the issue. He instructs them to make sure each member of the group contributes at least one idea to the discussion. After 10 minutes, he calls on some of the groups to report and asks other groups who came to the same conclusion to raise their hands. As they report, he records their main points on the blackboard and then incorporates the material into a future lecture.

Three-Step Interview. For this small group process, students first work in pairs. The first person in the dyad interviews or questions the second person. The second person then interviews or questions the first person. For the next step, two dyads work together. One person from the first dyad explains their conclusion or summary to the second dyad, and one of the individuals from the second dyad explains their summary or results to the first day.

8. Reading & Writing Exercises

In-class reading and writing exercises also promote student engagement in the learning process, even in large classes. Often, in-class exercises can be used to gauge student learning, to help students think more deeply about the course material, and prompt class discussion.

Close Reading. A time-honored technique that improves reading comprehension and provides a measure of engagement in the subject matter is the Close Reading Method (Bass & Linkon, 2009). In class, the instructor models how to read and interpret a passage while the students follow in their books. After this demonstration, individual students may be called upon to read aloud and interpret similar selections. In a literature course, after reading particularly ambiguous passages of a novel or poem, students might be asked to discuss them in groups of two or three to decide what the selection means, paraphrasing it in their own words. The instructor can ask a few of the groups to give their interpretations before providing his or her own analysis. This technique works well for other kinds of analysis and interpretation: for example, teaching students in an economics course how to read a supply and demand curve, or, in an anthropology course, how to read an artifact. Finally, the technique can be used early in the semester in an introductory course to demonstrate how to read and highlight the textbook or the course readings.

Classroom Assessment Techniques. Some instructors use short, in-class writing assignments as a means to keep students mentally engaged in the course material and also as feedback to assess the extent to which students understanding the material (Angelo & Cross, 1993). Writing also helps them learn to express their thoughts more clearly and focuses their attention on important elements of the course. Short writing assignments (a paragraph or two) can be given as pre- and post-lecture activities. Requiring students to write their thoughts or questions about the day's topic before the lecture begins will concentrate their attention on the

topic and prepare them for active listening. At the end of the presentation, writing out their impressions of the lecture, and any questions they have about the topic, will help them place the material in context. It also provides valuable feedback to the instructor as a collection of possible test questions.

Students can be asked to write short summaries of material at any point during a lecture. In summarizing, they select the most pertinent elements from the material and restate them in their own words. This process of synthesis and personalization leads to better, more permanent learning. One math instructor at UNC, in classes in which she has introduced a new concept or procedure, always ends by asking students to write a brief summary of it (e.g., how to solve a rational expression). Students also can describe the aspect of the material for the day they find most confusing. These "muddiest point" papers are an excellent method to determine what, if any, of the material is particularly confusing to the student. How these written exercises are used in the course will depend upon the type of class, the instructor's objectives, the subject matter, and a variety of other factors. They could be collected and graded, kept in a journal (graded or ungraded), or simply used by the students themselves.

9. Whole Class

The Lecture Check (Mazur, 1997*).* This strategy works very well in large classes, but is equally effective in smaller class enrollments. The first step is to deliver a lecture for 15 to 20 minutes, and then project a question for the class to see. Often this is a multiple choice item that is similar to the type of question that will be used on an exam. Students are asked to raise their hands as the instructor asks how many think 'a' is the correct response; how many chose 'b,'; and so on. If most of the students have the correct response, the instructor simply continues with the course material. If, however, more than approximately 20% chose the incorrect response, the instructor has students turn to their neighbor and convince them of the correct choice. Finally, the instructor goes through the items again to see how many choose each alternative. If an unacceptable number still have incorrect responses, it may be wise to go back over the material. Students also can be called on to defend the selection they have made.

Whole-Class Debates (Frederick, 2002).Taking advantage of the dividing aisle in large lecture halls, the instructor assigns sides of a debate to the two halves of the class (or, by prearrangement,

students sit on the side of the room representing the point of view they wish to support). The instructor asks each side for five statements supporting their side of the issue. This process may be repeated, with rebuttals, until the instructor feels that the class has fully explored the issue. To end the debate and achieve closure, the instructor asks for two or three volunteers to make summary arguments for each side.

*Role-Playing and Debates (*Fredrick, 2002). A simple definition of role-playing is a loose simulation in which students assume the roles of individuals or groups in a real-life situation. Contemporary issues in the social sciences are often appropriate for these kinds of simulations (for example, the placement of a toxic-waste dump, the forced integration of an ethnic neighborhood, or the opening of a nuclear power plant). In order to plan such an exercise, the instructor must clearly identify the situation, define the roles of the interest groups involved, and specify the task for each group. These proposals will inevitably conflict ideologically, tactically, economically, regionally, or in some other fundamental way. The class usually begins with a mini-lecture to establish the context and setting, after which students work on their proposals in their assigned groups. When they have finished, the instructor can hear the proposals and immediately incorporate them into a lecture on how closely they reflect positions people have taken in these conflicts (and the implications for society).

Although all of the exercises outlined above have been used successfully in auditorium-style classrooms, it is true that the physical arrangement of the room and the number of students in the class can make some of the exercises difficult to carry out. Instructors report, however, that students will often find creative ways to overcome these environmental constraints in order to have the opportunity to exercise their minds more actively in the classroom. These exercises require careful planning by the instructor and adequate preparation by students. They should not be used as a substitute for lecturing, but rather as an integral part of the learning experience.

In order to strengthen this current paper, there are some previous related studies which are related to this present paper. Kumar and Lightner (2007) underscored research about games as an interactive classroom technique. The result showed that games could increase students' motivation in learning and teching process. Then, in

2007, Al-Saleem focused on the interactive whiteboardin English as foreign language (EFL) classroom. The result revealed that interactive whiteboard is a very innovative and powerful support for language acquisition.A study of Chinese universitystudent opinions of their English language courses and how they perceive their language improvement (Yang & Lau, 2003) showed complaints about the redundancy though at times they did not mind the repetition. Many argued that some of the skills may be taught on the job in a two week period rather than a whole semester. Findings also suggest that students prefer more communicative approaches in teaching and learning English. The last, study by Al-Rashdi and Al-Azri who focused on the effect of using authentik material in teaching showed that the most important tools a teacher can and must use in class in order to make his/her teaching go smoothly and be effective in transmitting the necessary knowledge to all students.

The above review of the related literature has shown that the impact of authenticmaterials and interactive activities onlanguage comprehension and performance at various levels has come to focususeful in the effective EFL teaching-learning practices. Indeed, the notion of anauthentic text related to Saudi socio-culture in EFL teaching has received muchattention in the Saudi context, where textbooks are more often used written in
different alien socio-cultural contexts.

Based on the description above interactive actuvities are supported by authentic material.. For example in Rejang Lebong regency, Teacher of English can adapt the material by using material based students culture, Rejang Lebong tourism place. The most important think that what stated in currriculum (skill items, language aspect and elements) are fullfiled. Due to, the textbook is not the absoluty orientation in provideng the teaching and learning material.

CONCLUSION

Incorporating authentic interactive activities play an important role in engaging learners motivation. By doing so, they can acquire content knowledge about language education. They, then, can internalize how to apply skills andstrategies in their own classroom.

SHORT BIOGRAPHY

The writer is an English Lecturer in STAIN Curup, graduated her S1 from State College for Islamic Studies Curup in 2013 and her Master Degree of English Language Education from Sriwijaya University in 2017.

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