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**Examining the Effects of Using Authentic Materials
to Promote EFL Learners' Speaking Proficiency.**

The Case of First Year English Students at University of M'sila.

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Requirements for the Degree of Master**

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DEDICATION

This work is dedicated to my dear parents for their endless love, support and encouragement during g the challenges ofmy life .Thanks dear parents for giving me strength to reach the stars and chase my dreams.

It is also dedicated to my beloved brothers Taher and Ismail

*I dedicate my work to the joy of my life, my sisters : Ansar ,Radhia , and Bayan
I dedicate this dissertation to my dear supervisor who put his finger-print in this modest work ,my teacher MR. Djemmoui Saber .Great thanks for your help, encouragement and inspiration.*

To all my uncles and aunts.

To the memory of my aunt: Kheira.

*A special dedication to my bestie ,my sunflower: Missoun, thank you for everything.
Last but not least I am dedicating this research to all my teachers and colleagues, thank you for being part of the journey.*

To all readers.

Ines

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ABSTRACT

Enhancing English as a Foreign Language students' oral expression is said to be a hard task. Therefore, The question of whether applying authentic materials to improving English as a Foreign Language learners' speaking proficiency has been specifically a subject of study for many researchers. The aim of the current study is to investigate the effectiveness of using authentic materials on developing students' speaking proficiency. In this humble research, speaking skill, which plays an important role in teaching English as a Foreign Language, is focused upon. A group of learners that are selected from first year degree represents the sample of the study .The hypothesis of the dissertation that will be confirmed or rejected is whether the implementation of authentic resources would have an effect on promoting first year students' speaking skill at The University of Msila. In order to test this hypothesis and to answer the questions that are asked in this modest dissertation, some tools have been chosen to reach the intended goals. These instruments are questionnaires: one is oriented to students and another one is designed for teachers .The descriptive method is followed because it is the most appropriate one .Since there is a limitation in this study; the descriptive method best suits the objectives of this research. After analyzing the teachers' and the students' questionnaires , it can be noticed that the teachers advocate the idea of integrating authentic materials and the students show a high satisfaction about these materials.

Keywords: Speaking proficiency, authentic materials.

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LIST OF ABBREVIATION

ELT: English Language Teaching

ELL: English Language Learning

FLL: Foreign Language Learning

MT: Mother Tongue

EFL: English as a Foreign Language

ESL: English as a Second Language

TEFL: Teaching English as a Foreign Language

ICT: Information and Communication

Technology MLT: Materials for Language Teaching

MLL: Materials for Language Learning

General Introduction

1. Background of the study

Teaching a foreign language aims in its core at enabling foreign learners to communicate effectively using the target language. Without a doubt, using certain teaching/learning materials which are similar to those of a native speaker is considered to be decisive. Generally, all teachers aim at creating a motivating environment where learners are interested, enthusiastic, and fully attentive. Similarly, teaching English as a foreign language (TEFL) affirms that teaching a language is an attempt to acquire a communicative competence not only targeting the linguistic competence. Teaching English as a foreign language is also about the ability of teachers to efficiently select materials which go hand in hand with his/her learners' needs and interests. Conclusively, introducing learners to real experiences by utilizing authentic materials as pedagogical ways is essential; as they cause a real use of language. However, many learners lack the ability to communicate although they master the language grammar. Since the authentic materials are built upon a communicative approach which asserts the usefulness of authentic materials as pedagogical instruments. They create a contact between learners and the real world.

2. Statement of the Problem

Many students master the grammar of a given foreign language, but yet they are not capable to communicate with the target language in a good way. EFL learners should be exposed to real use of language through different real language materials to make them able to interact appropriately inside and outside the classroom. Authentic materials are built upon the Communicative Approach which considers that language is primarily functioned as a tool of communication. Pictures, videos, speeches, books that might be presented to EFL learners in speaking sessions which could be similar to what is found in the real world have a positive effect on their speaking performance. This concern is immensely regarded from a perspective that using authentic materials as instructional items is pedagogically proved to be useful to fulfill the intended goals. Therefore, the current study seeks to examine the implementation of authentic materials to enhance EFL learners' speaking proficiency at University of Msila.

3. Aim of the research

The current study aims at:

- Examining the effects of using authentic materials in the process of teaching/learning speaking skill.
- Investigating the appropriate implementation authentic materials in teaching speaking skill.

4. Research Questions

This research aims to answer the following questions:

- Do authentic materials promote pupils' speaking proficiency?
- Are pupils familiar with learning through the application of authentic materials?

5. Hypothesis of the Study

In this research, it is hypothesized that exposing students to authentic materials such as songs, books, newspapers, videos, or films, etc. will improve their speaking proficiency.

6. Scope of the study

The actual study is actually limited to one language skill. In other words, the field of teaching speaking has been explored throughout examining the effect of using authentic materials on developing EFL students' speaking proficiency. Furthermore, the attitudes of learners toward the implementation of these materials will be reflected in their performance i.e. whether they affect positively their pronunciation, intonation, the way they express themselves and exchange ideas, building self-confidence when taking initiatives in conversations, etc.

7. Research Instruments

The researcher has selected some tools to gather information in order to answer the research questions. These are:

- A questionnaire to first year pupils at The University of Msila in which they are supposed to answer certain questions objectively.
- An interview with English teachers of The University of Msila in which they are asked questions that required deep and detailed answers.

8 .Significance of the Study

Teachers should take into consideration that authentic materials have a great impact on their learners' abilities development. This humble study is significant in terms of:

1. Investigating the effectiveness of authentic materials in the teaching/learning processes and how they increase students' motivation for learning.
2. Showing that teachers of speaking at The University of Msila use authentic learning to improve students' oral expression.
3. Highlighting the fact that the implementing of authentic materials in teaching speaking depends on teachers' choice.

9.The Design of the dissertation

The current research consists of four chapters. The first two of them are dedicated to the theoretical part of the study, while the last two ones are for the practical side. The theoretical part deals with the literature review of both variables: authentic materials and speaking skill. Whereas the practical side discusses the methodological procedures and the analysis of both questionnaire and interview results.

The first chapter begins with the independent variable "Authentic Materials". The explanation of authenticity is clearly stated. It also gives clarification to the meaning of authentic materials. In addition, to show to the diversity of these resources, the types of authentic materials are presented. Another point to be mentioned is that Communication and Information Technologies which display for authentic resources are also supplemented. The advantages of authentic materials are to be tackled as well. thus, certain benefits of authentic learning are numerated. Finally, a conclusion that sums up the whole chapter is provided.

Concerning the second chapter, a link between authentic materials and teaching speaking is marked. First, the speaking skill, which is the core of the current study, is dealt separately. The definition of speaking skill, and the importance this productive skill are also mentioned. Some speaking difficulties and problems and certain features that characterise of speaking performance are stated .Additionally, some suggested activities that can be designed using authentic materials are listed. The chapter ends up with a conclusion that summarizes the major points.

The next chapter which is entitled "Research Methodology". First, the setting of the research is showed, describing the research sample and the way it is selected is to be

followed. Furthermore, teachers' and students' profiles are briefly tackled. Another point to be dealt with, the choice of the research method is analyzed by clarifying the reasons behind choose it. Concerning the data collection means that are used in carrying out this study, teachers' and learners' questionnaires are presented in details.

The fourth chapter is merely devoted to the interpretation of both teachers' and learners' questionnaires. This part of study gives a deep analysis to the items of the questionnaires that are administered to teachers and learners. On the basis of the final findings that are obtained, various recommendations and suggestions for further researches are mentioned, followed by a general discussion of the results. The actual study ends with a general conclusion which sums up the whole dissertation.



CHAPTER ONE
AUTHENTIC MATERIALS

1.1. Introduction

It is generally believed that TEFL requires exposure to the actual use of language, because EFL learners expect that the tasks they perform in the classroom must rely on materials that may be similar to those of native speakers. Based on this fact, it is recommended that real materials must be used as motivating factors to participate in the learning process. Students can use real materials as support to participate what the teacher asks them to realize. First, this chapter will provide a clarification to the meaning of authenticity. Second, it will give a broad summary about authentic materials, their definition and its three important types. Moreover, the integration of Communication and Technologies will be deeply discussed, as these devices used to display authentic materials. Besides, another serious point to be discussed in this chapter is the advantages that learners can gain from adapting real materials. Finally, a conclusion of the main points in this chapter is provided as a summary.

1.2. Defining Authenticity

It is important first to define the meaning of the word “authenticity” before thoroughly defining what authentic materials mean. Thus, based on Webster’s revised unabridged Dictionary(1998), the term authentic refers to something true, real and genuine. According to Tatsuki (2006) “Authenticity is taken as being synonymous with genuineness,realness,truthfulness,validity,reliability,undisputedcredibility,andlegitimacy of materials or practices.”(Cited in Al Azri and Al-Rashid,2014, p.250). Hence, in this quotation, it is suggested that the word authenticity has a tight connection to the real world. In this sense, everything that is linked to real life situations is considered to be authentic. It is quoted in Gilmore (2007), ” Authentic relates to culture and the ability to behave or think like a target language group in order to be recognized and validated by them” (p.4). Gilmore, in his same work, declares” Authenticity relates to the language produced by native speakers for native speakers in a particular language community or the language produced by are al speaker or writer for are a listener, conveying are all message.”

Another researcher Widows (1990)affirms that real life situations should be the source of the language displayed in the classroom. He states that instructors have to simplify the language presented to their learners in order to make language acquisition easy for them. It is, nowadays, highlighted on the importance of authenticity of language.

(cited in Anthony Berardo,2006,p.63). Writing in 2003, Jacobson, Degener, and Purcell commenting on the way to make reading novels authentic, argue that teachers should look for books that reflect the interests and favorites of their learners in order to discuss and appreciate literature rather than making reading a school-only duty.

1.3. Defining Authentic Materials

Countless definitions to authentic material have been provided by many researchers. Generally speaking, all language materials that are brought from real life situations are considered authentic materials. In this sense, any real, original, and true language resource that is applied in the learning process is an authentic material. As it is cited in which has been implemented in the learning process is considered to be an authentic material. As it is cited in Tamo, 2003, p.74, Sanderson explains that authentic materials are materials that we can use in the classroom and that have not been changed in a way for ESL students. She clarifies with an example of a newspaper article that is written for a native-English-speaking audience . She Maintains that authentic materials are considered authentic materials when both EFL and ESL students are exposed to and learn using the similar language materials. Another researcher, Roger (1988) illustrates authentic materials as “appropriate”, “quality”, and “natural”. This means, the learners needs and the learning objectives that have been already set guide the teacher to choose the appropriate materials they have to introduce to their students; since the language materials are vivid. Being natural is considered as one of the criteria of authentic texts. (cited n Tamo,2003,p.74). In this regard, Wallace (1992) claims that authentic material are”...real life texts, not written for pedagogic purposes”.(Cited in Berardo,2006,p.61). Hence, the idea that summarizes all the previously mentioned definitions is that the application of authentic materials in the teaching process has to approach the pedagogical purposes in order to arrive the intended communicative goals.

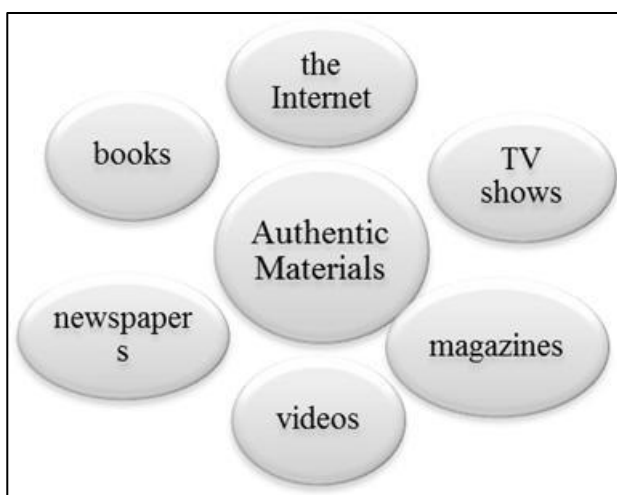


Figure 1. 1: Types of Authentic Materials

1.4 Types of Authentic Materials

Teachers who are aware of the variety of authentic materials are able to choose and use the language resources appropriately with their learners levels and needs. Hence, authentic materials fall in three main groups:

- 1-Visual materials.
- 2-Audio aids.
- 3-Audiovisuals materials.

1.4.1 Visual Aids

Pictures, posters, maps or anything that can be seen or observed by the learners is a visual aid. In this concern; if EFL learners see a picture or an image that describes an idea. It will be much easier for them to store it. For example, when a conversation is presented in form of images in which speakers have different speech roles enables the students to discover the various contexts in the language use. Besides, visual learners find it exciting and enjoyable to repeat speeches presented in pictures via learning different kinds of authentic materials. This includes: books, magazines, pictures, postcards, painting, artworks, etc.

1.4.2. Audio Materials

This category mostly contains tapes. These are helpful in preparing speaking and listening sessions .As Crandy(1993,p. 97) explains,

It focuses Strongly on listening and reading , and gives interesting insights into the target culture .Miller mentioned that listening to Such programs (BBC world service)is perhaps the most difficult of aural texts for language learners .It aims to allow learners access to native Speakers Models ,focus on listening, and emphasize on testing what Student listen. While Students are listening ,the teacher may asks Some Questions or do Some activities in Order to leave the Students talk and interact with each other to practice the vocabulary which they heard . (Cited in Merchi, 2013,p.7).

1.4.3 Audiovisual Materials

The major example of this category is the video tapes. They grasp the learners attention. The combination of an image and a sound makes learners more involved in the target language. In the sense that learners can watch the image or the picture in front of them in parallel with listening to the tape and take notes as well. This material helps the classroom environment to be more exciting and vivid. It becomes prevalent in teaching foreign languages nowadays.

1.5. Displaying Authentic Materials through Information and Communication Technologies ICTs

The application of ICTs devices in ELT has increased much talk due to the changeable pedagogic needs, the educational growth, and the overflowing of the online language resources. As ICTs provide a cross-cultural scope as well as the present teaching demands. The use of these devices has been focused on, in the last few decades.

Technology has invaded our lives and made enormous changes; especially in the field of ELT. The traditional mechanism of teaching, known as “ chalk and talk” becomes for many people. They argue that learning is more than that nowadays. Technology is being suggested as an alternative to the traditional approaches to teaching English. In this connection, the usage of technology helps the learners to be more enthusiastic about the process of learning and what the items being learned in the classroom are for.

The Internet also offers a wide variety of reference materials like online dictionaries, e-encyclopedias and reaches mechanisms very helpful for developing students “individual work. They can find alone, the missing information, the meaning of new words, synonyms, antonyms or can communicate with the rest of the group online, via e-mail or in any other ICT environment. (Padurean and Margan,2009,p.98)

“ Whether the textbooks subjects have a link or not to the students own lives” has been a subject of research to practitioners of ELT. Learners real life experiences and technology tools that are implemented in the classroom provide learners with huge amount of opportunities to be involved in the learning of the target language. An easy access to the different types of authentic materials is provided to the learners by the use of Internet applications in the classroom. Altimer (2001) assumes that ICTs including online language learning/ teaching materials provide a learning environment that is motivating and promoting. Thus, the learners are enjoying and interested in learning. Accordingly, these materials could be pictures, audios, videos, etc.

1.6 Advantages of Using Authentic Materials

Exposing EFL learners to authentic materials is beneficial. There is a strong belief that willingness and motivation for the learners of a foreign language is produced by authentic materials such as pictures, audios, and videos; for they are a part of authentic learning. Incorporating authentic materials in the learning/ teaching process is advantageous in a way that enables the students to be knowledgeable about the world. These materials help the learners to prepare and be introduced to new vocabulary items.

1.6.1 Making Students Aware of what is Happening in the World

Language learning is a process of an accumulation of various changes that occur over time at the level of ways of learning and the choices of language materials as well. Authentic materials are necessary to keep students up to date to the events going on around them and in the whole world. This connection is displayed in Sanderson’s quotation in which he states that education and daily changes have to be related to each other. thereby, any detachment between those two elements should not be found. accordingly, many researchers agree about the need to make a connection between what is taught in the classroom and what is found in the real world. This relation is met through the use of authentic materials.

1.6.2 Preparing lessons

Different and various language materials are needed in preparing lessons; and the instructors are aware of this fact. The diversity of language materials provide a classroom atmosphere that is full joy and motivation away from boredom. In which, learners have the opportunity to enjoy learning situations that are similar to those of real life. To quote

Tamo:“ the same piece of material can be used under different circumstances if the task is different” (2009, p.76). in this quote, Tamo emphasizes the idea that instructors are free to choose the materials that are alike but should serve different learning objectives and fit their learners needs.

1.6.3 Enriching Learners’ Vocabulary

The use of authentic materials are paralleled with introducing new vocabulary to EFL learners. Thus, their reservoir will be enriched. Berardo (2006) implies that authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials emphasizes the content over the form. They provide learners with necessary tools and skills to interact with the real language.

Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classroom. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom.

1.6.4 Promoting EFL Learners’ Motivation

Authentic materials is considered as a motive to EFL learners’ motivation. As pedagogical items, they are helpful guides to enhance the learners’ willingness of language learning. Real materials are preferred. for they give learners the impression of being involved in real situations that are part or close to the target language culture. incorporating materials that fit learners’ interests and needs is something that instructors should consider. In fact, both teachers and learners are provided with topics of interest. because of real language materials. (P. 62)

1.7 Conclusion

As a conclusion, one might declare that the need for implementing authentic materials as enjoyable, motivating, interesting and exciting elements in the teaching and learning practices is very essential in TEFL domain. This chapter has provided key points related to defining authenticity and authentic materials .It has also stated the three major types of authentic materials. Additionally, one way to display authentic materials is ICT.ie the reader will have a clear idea on how to find authentic materials in the

Internet .Moreover, the advantages of these materials have been mentioned in order to encourage both teachers and learners to use them. In short, authentic materials incorporation is a necessity in acquiring a foreign language.

CHAPTER TWO
SPEAKING AND AUTHENTIC
MATERIALS

2.1 Introduction

Speaking plays a crucial role in acquiring any language. The second chapter aimed at talking speaking and its relation to authentic materials. Various points were discussed starting with mentioning the definition of speaking, the importance of speaking skill, Problems and speaking difficulties. The characteristics of speaking performance were also stated. Using authentic materials to design activities. As it has previously said, authentic materials can be effective tools that can be incorporated in planning speaking activities

2.2 Definition of Speaking

Speaking is one of the most necessary language skills; it is a productive skill along with reading. It is the oral delivery of any language. speaking means producing combined sounds which deliver meaning using some parts of the body such as the lungs, the vocal cords, the teeth and the lips to carry a message or to interact with participants. Thus, it is the way that enables people to communicate with each other to express their ideas and viewpoints. Chaney (1998:13) states that speaking is: “process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts”. In the same context, Burns and Joyce (1997:42) implies that “speaking is an interactive process of constructing meaning that involves producing and receiving and processing information”. In addition, Kramsch (2006:24) finds that “speaking means negotiating intended meaning and adjusting one’s speech to produce the desired effect on the listener”. likewise, Suwandi (2009:08) claimed that “it is a form of oral correspondence between the speaker and the hearer in transforming ideas for reaching the goal of communication”.

2.3 Aspects of speaking

There are some characteristics that distinguish speaking skill from the other language skills. Hence, the strategies to be used will be easy to be identified and chosen by knowing the aspects of this skill. This, of course to guarantee a successful deliver to the speaking lesson; in addition to helping learners to communicate effectively. These aspects can be summarized into:

2.3.1 Speaking is face to face

On most occasions, speakers receive an immediate feedback for their conversations pointing out whether their interlocutors understand, sympathize, agree or disagree. therefore, this decides whether the conversations continues. In face to face speaking, both the speaker and the listener are present. They use some non- verbal expressions in their conversations. These include: gestures, body movements and facial expressions which enhance the effectiveness of communication. (Shiamaa, 2006: 27).

2.3.2 Speaking is interactive

Involving the listeners in the speakers saying is of high importance. Another important point is to check the listeners understanding by the use of some interactive strategies such as eye contact or asking check questions. additionally, in an interactive conversation, participants take turns; the beginning of one's talk depends on the other's end, they may ask for clarification, or give an explanation. hence, most of them take part in the conversation. Nevertheless, participants of different cultures and languages may face some communication problems in their conversations. Therefore, people, sharing the same mother tongue interact more comfortably than those of different languages. Mc Donough and Mackey (2000:84 cited in Shiamaa, 2006 : 35) indicated that "turn takings are handled and signaled differently across different cultures, thus causing possible communication difficulties in conversation between people of different cultures and languages"

2.3.3 Speaking happens in real time

When speaking takes place in real time, it forces the speakers to give spontaneous and unplanned responses in their talks. It affects the speaker's language planning, control and organization as well. (Foster et al, 2000: 368). Miller (2001: 27) implies that "speakers occasionally forget things they intended to say; or they may even forget what they have already said, and so they repeat themselves".

A negative effect is resulted from this pressure. It changes the organization and the planning of the used language. However, "the use of formulaic expressions, hesitation devices, self- correction, rephrasing and repetition can help speakers become more fluent and cope with real time demands" (Bygate, 1987: 21).

2.4 Components of the speaking skill

Fluency and accuracy of the speakers in their talks are necessary for the mastery of the speaking skill in a foreign language. English is of no exception. These are the ultimate goals of all speakers. To this end, their focus is on fluency and accuracy when delivering speeches.

2.4.1 Fluency

“Fluency means speaking easily, smoothly, naturally and reasonably quickly without lots of pauses and stops”. Hedge (2000: 54). He maintains, “it is the know-how to arrange words, sentences and ideas appropriately together.... It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation” (*ibid*). Moreover, Richard et al. (1985 cited in Hiouani, 2016: 36) assumes that “fluency is a range of features that give a speech the characteristics of normality and naturality, such as native-like use of pausing, rhythm, intonation, stress, rate of speaking and use of interjections and interruptions”. Hence, fluency is considered to be the ability of the speaker to manage talk appropriately. i.e, in coherent, reasoned sentences in a wide range of contexts in addition to the creativity and imaginary in language use; makes the speaker fluent. (Fillmore, 1979: 64).

2.4.2 Accuracy

Communicating without committing mistakes in grammar, pronunciation and vocabulary makes EFL learners achieve a high level of accuracy in speaking. In this regard, the language rules must be known and learnt. However, knowing how to use these rules in authentic situations is important. According to Yuan and Ellis (2003: 02), accuracy in speaking is “the extent to which the language produced conforms to target language norms”. Hence, this quote explains accuracy in speaking as the extent to which correct grammar, pronunciation and vocabulary are functioned.

2.4.3 Grammar

The Longman Dictionary of Contemporary English (2000: 193), defines grammar as “the rules by which words change their forms and combine into sentences”. According to Hughes (2002 cited in Belhabib, 2015: 15), “grammatical accuracy refers to the ability to use the grammatical structure in appropriate ways and situations including the control of length and complexity of the utterances”.

In almost all languages, feelings, thoughts and ideas are generally expressed in full sentences, which are in their turn consist of words which are systematically organized to achieve a particular degree of grammatical accuracy. Consequently, grammar is the study of words in sentences.

With no doubt, learning the structure of any language requires learning grammar. However, mistakes are often made in spoken English by EFL learners despite their good level grammar in reading and writing. As Larsen (2001: 34-41) argues, “it is rather difficult for EFL learners to transfer the correct grammar to their speaking”.

Accordingly, Thornberry (2005: 21) listed some aspects of spoken grammar that are different from written grammar. First, the basic unit of construction is the clause. Also, speakers prefer direct speech. In addition to the use of many ellipsis and many question tags. The use of performance effects such as hesitation, repeats, false starts, incompleteness, and syntactic blends are considered to be other key features of spoken grammar as well.

2.4.4 Pronunciation

In the Oxford Learners' Pocket Dictionary (2008: 352), pronunciation is defined as “The way in which a language or a particular word is spoken”. Goh (2007:129) confirms that “Pronunciation plays an important role in intelligibility”. Thus, the good pronunciation of a word helps the interlocutors get the intended meaning. However, mispronouncing a sound may lead to unintelligibility. Zhiqin (2013: 111) believes that “mispronouncing a single sound causes the listener's misunderstanding, and various uses of stresses as well as intonations result in totally different meanings”.

Since EFL students commit mistakes in sounds, stress and intonation, accuracy in pronunciation is mostly impacted because of the difference in sound systems between the mother tongue and English. Big problems may be resulted in their speaking due to these differences.

2.4.5 Vocabulary

Vocabulary is referred to as “ a list of words with their meaning especially in a book for learning a foreign language” (Oxford Learners' Pocket Dictionary, 2008: 495).

In order to achieve accuracy in terms of vocabulary. A suitable selection of words is needed while EFL learners speak. However, they often encounter with difficulties in their research to find the appropriate words. This prevents them to communicate and express their ideas effectively. To this end, language instructors should emphasize enriching their

learners' vocabulary so as they use it productively and effectively. "If the receptive vocabulary is rather limited, learners can hardly put the receptive vocabulary knowledge into productive use.....without grammar, very little can be conveyed, without vocabulary, nothing can be conveyed" (Nation, 2001: 129).

This quote shows importance of vocabulary and how its limitation may lead to limitation of the message conveyed.

2.5 Speaking functions

Brown and Yule (1983 cited in Richards, 2008: 22) classified the functions of speaking in human interaction. They differentiated between the interactional functions and the transactional ones. The former is likely to establish and preserve social relations and the latter refers to the exchange of information. In addition to these two functions, Richards (2008: 27) added a third one which he named "performance".

2.5.1 Talk as interaction

This function serves for the most part the social functions. It is the most common form of speaking all EFL learners have to be familiar with. Both formal conversations, where there is a sense of politeness that can be seen with teachers at schools or universities and informal ones are included in this function. The latter is found with family members, friends, colleagues at work, and with people on the streets, at parties or other occasions. "When people meet, they exchange greetings, engage in small talk, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others" (*ibid*: 22).

Some factors such as age, gender and status of the participants affect the conversations' styles. "...Different styles of speaking reflect the roles, age, sex, and status of participants in interactions and also reflect the expression of politeness" (*ibid*: 21). "The focus of talk as interaction is more on the speakers and how they wish to present themselves to each other than on the message" (*ibid*: 22).

According to Richards (*ibid*), talk as interaction is characterized by the following characteristics:

- 1-It has a primarily social function
- 2- It reflects role relationships
- 3-It reflects speaker's identity
- 4- It may be formal or casual

- 5-It uses conversational conventions
- 6- It reflects degrees of politeness
- 7-It employs many generic words
- 8- It uses conversational register
- 9- It is jointly constructed

For conversations to be continued, participants give constant feedback including even laughter to make the conversation highly interactive.

2.5.2 Talk as transaction

This function concerns with the message transmitted in the discourse which has to be accurately and clearly understood. “Participants and social interaction are not the central focus; it rather sharpens interest on what is said or achieved, on how to transmit meaning and how to make it comprehensible” (Richards, 2008: 22).

The work undertaken by Richards (*ibid*) exemplifies some situations that can be performed in classroom in role-plays, where talk as transaction is clearly illustrated as follows:

- Discussing needed computer repairs with a technician.
- Discussing sightseeing plans with a hotel clerk or tour guide.
- Making a telephone call to obtain flight information.
- Asking someone for directions on the street.
- Buying something in a shop.
- Ordering food from a menu in a restaurant.

In this regard, talk as transaction provides a means to send and receive information or to ask for services or goods where language accuracy is not stressed on by participants provided that meaning is successfully understood. Accordingly, “the key aspect of talk as transaction is primarily information focus rather than participants or participants’ social interaction. They may make use of communication strategies such as asking questions to make sure the meaning is comprehensible by their interlocutors”(Richards, 2008: 22).

2.5.3 Talk as performance

For Richards (*ibid*), a speech delivered in front of an audience, such as a sales presentation, is referred to as a performance. Other examples include giving a speech of welcome or giving a lecture. Talk as performance is different from the two types of talk in the sense that it focuses on both the message and audience as well as on language form

and accuracy. It tends to be monologic and its evaluation depends on its effectiveness and impact on the audience. It is distinguished from the previous types of talk for it has an appropriate format with the right pronunciation and grammar and suitable vocabulary. Importantly, talk as performance is performed to make an effect on the audience.

2.6 The Importance of Speaking Skill

Inside the classroom, speaking is considered to be the most used skill. As it is a means of communication and interaction. Any gap in communication may lead to misunderstanding. Learners speak more than they write; they ask or answer questions, give feedback, express themselves and share their thoughts with their teachers and mates via speaking.

In order to be able to use the target language not only inside the classroom; but also outside Harmer (1984: 167) suggests that it is crucial to stick to the target language.

Many learners believe that their, success in learning a foreign language is paralleled with their ability to manage a verbal conversation in the target language (Toumi, 2015:26). In this regard, the improvement of the speaking skill can serve as a good source of motivation and as an incentive to foster learners' interest inside the classroom.

Importantly, the more confident EFL students are in their speaking abilities, the less frustrated will be while communicating with others. Moreover, a good speaking skill is a helpful factor in job interviews and it widens their options in job choices. It assists them to communicate well in business, at work or at school. Consequently, the mastery of the speaking skill helps students in different areas of life; communications, learning, group discussions, presentations, sales, business, management, marketing, customer service, administration, law, reception, industry and so on since "through talk, students explore and come to understand ideas and concepts; identify and solve problems; organize their experience and knowledge; and express and clarify their thoughts, feelings, and opinions." (Rivers,1968: 120).

2.7 Speaking Difficulties in foreign language learning

Using English only within the classroom with teachers and classmates makes EFL learners unfamiliar with this language. In addition to the lack of opportunities to use it outside the learning setting. This leads them to face some difficulties to communicate in English.

The researcher, throughout this chapter sheds light on the major speaking problems students encounter when they struggle to deliver an oral speech in EFL or in any other foreign language.

2.7.1 Inhibition

Ur (2000: 111) affirms that “learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts”. Hence, different factors may lead to failure in speaking, including both poor vocabulary and limited grammar. Some students struggle to find the right words when they speak and face the dilemma of making their speeches more accurate to avoid making humiliating errors. Thus, poor grammar prevents the smooth flow of speech. Moreover, the learning environment may prevent the students from practicing their oral skills. This may be caused by the lack of appropriate interactive learning environment or due to shortage of chances to practice.

2.7.2 Nothing to say

There are cases when even fluent students feel unable to share their opinions or to formulate relevant comments. Thus, taking part in classroom interaction will not be easy for them. In this case, some of them prefer to keep silent while others say “*I have no idea*” or “*no comment*”. Baker and Westrup (2003: 28) state that “it is difficult for many students to respond when the teachers ask them to say something in a foreign language because they might have little ideas about what to say”.

As a solution to this problem, Rivers (1968:122) suggests that “teachers should opt for congenial topics and known subjects to motivate their students to interact with their classmates, otherwise they will be incapable to express themselves neither in their native language nor in a foreign one”. Hence, teachers are asked to choose and select suitable topics to be discussed in the classroom . The topics should match students’ interests, abilities and needs.

2.7.3 Low or uneven participation

The active participation of the students in the classroom are highly encouraged. However, when a minority of talkative participants tends to be dominant and takes a long time speaking aiming to develop their fluency, many students are still resistant to speak.

In this case, teachers must be conscious of a balanced allocation of their students' speaking time. Belahbib (2015: 16) states that "classroom discussion is dominated by a minority of talkative participants and contributions are not evenly distributed. This may be due to the mixed ability groups".

2.7.4 Mother-tongue use

To make the students talk as long as possible, teachers make them work in pairs or in small groups. However, sharing the same native language makes students prefer to use their mother tongues rather than the foreign language as they feel more comfortable. Lado (1957:02) indicated that "individuals tend to transfer the forms and meanings and the distribution of forms and meanings of their native language and cultures to the foreign language and culture.". Therefore, students experience difficulties in correctly using the target language due to a lack of vocabulary, as long as they continue to borrow forms and meanings from their mother tongue.

2.8 Speaking activities

Due to a lack of practice, students are likely to have difficulty speaking spontaneously. As a result, teachers strive to choose the most appropriate exercises for their students, assisting them in becoming more fluent and confident. The goal of these activities is to provide opportunities for students to participate in oral discussions with their classmates in order to express their ideas and share their personal experiences.

2.8.1 Role play

One of the activities that provides a variety of social roles to the students is role play. It can be done through putting the students in a particular social context providing them with information about who and what they pretend to be. At the beginning, the teacher provides some relevant vocabulary to help them act better. For example, the teacher may ask the students to play the roles of a hotel receptionist and a tourist who needs to book a room in the hotel or to take the roles of a waiter and his customer in a restaurant. "These roles provide the students with authentic situations which keep their interests alive and enable them to be better listeners" (Sabry, 2016: 112).

Students should be encouraged not to write the whole scripts. They may write some headings only to be referred to while they perform. After that, the teacher has to keep an

eye over their performances without interfering not to interrupt the speaking flow. Then, at the end, the teacher provides them with feedback (*ibid*).

2.8.2 Debate

A particular issue can be assigned in which the students are encouraged to give their opinions and thoughts about it. This activity is called “ debates”. The students are the ones to choose the topics to talk about. This makes sure these topics fit their needs and interests.

This activity aims at enhancing the students’ ability to communicate with people in real life situations, in addition to developing their self-confidence in various communicative contexts as well. Furthermore, students will be able to organize their ideas coherently and speak fluently about a specific issue (*ibid*: 113).

2.8.3 Interview

Teachers may also use another activity to improve students’ speaking fluency. This is interview. In this activity, learners work in pairs and the teacher gives them with a rubric to help them design the questions to ask and to guide them find the path to follow. After that, all the students have the choice to be either the interviewer or the interviewee in each pair. Then, the teacher accords them few minutes to reflect on the topic so as to prepare relevant questions to ask. Teachers select the topics according to the learning objectives in order make the students focus on them and not waste their time. Shrouf (2004: 37) argued that, this activity tends to socialize the students and provides them with opportunities to practise their speaking abilities in class as well as outside the classroom.

2.8.4 Simulation

One of the activities that links between the classroom and the real world is simulation. It is similar to role-plays but they differ in terms of elaboration (Shrouf, 2004: 37). Simulations are more detailed than role-plays. Students make their performances seem more real by creating realistic atmospheres within the classroom. i.e., if the student aims to act as a waiter in a restaurant, s/he may bring real menus, slates, spoons and forks to the classroom to seem as if they are in a real restaurant. In this regard, simulations make the speaking lesson more interesting, challenging and even entertaining. This activity may motivate the students much more in their learning process and help them raise self- confidence.

2.8.5 Storytelling

one of the most effective ways to keep the students interested in learning is storytelling. This is because they feel, most of the time, they are taking part in this. For this reason, teachers sometimes resort to this activity during their oral sessions (*ibid*). teachers can tell a short story then ask the students to summarize it or they may ask them to create their own stories to tell their classmates in order to develop their creative thinking. Storytelling provides the students with an open space to narrate freely the events of the story using their own words.

2.9 Assessing speaking

Bachman (1991: 301-330) claimed that assessing students' oral performances plays an important role in the language teaching process since it gives the teacher an exhaustive report regarding their overall performances. However, the teacher decides on the type of speaking

assessment depending on many factors, such as the number of students, the time allotted, the learning objectives, whether it is an individual or a collective assessment...etc. To this regard, Bachman (1991: 301-330) described two basic kinds of speaking assessment, the holistic and the analytic ways. The former is concerned with the way the overall situation is handled by the student. He argued that "Teachers cannot see grammatical and other language functions that take place in the students' minds. We have to judge the functions we are able to observe: the learner's ability to perform in a given task" (*ibid*). So, it is a score which is based on an overall impression of students' performances on a given speaking task. The latter focuses on some predetermined language points, such as grammar, pronunciation, rhythm...etc. Knight (1992: 300) pointed out that "it is important that the teachers know what exactly needs to be improved in the learners' speech". Accordingly, analytic assessment provides more detailed feedback on the language components which are assessed independently.

In the same vein, Thornbury (2005: 127) stated that when making students' oral performance, "there are two main ways: either giving a single score on the basis of an overall impression (called **Holistic scoring**) or giving separate score for different aspects of the task (**Analytic scoring**)". The teachers may refer to holistic assessment whenever they deal with a large group in a very limited time. This kind of scoring "has the advantage of being quicker and probably is adequate for informal testing of progress"

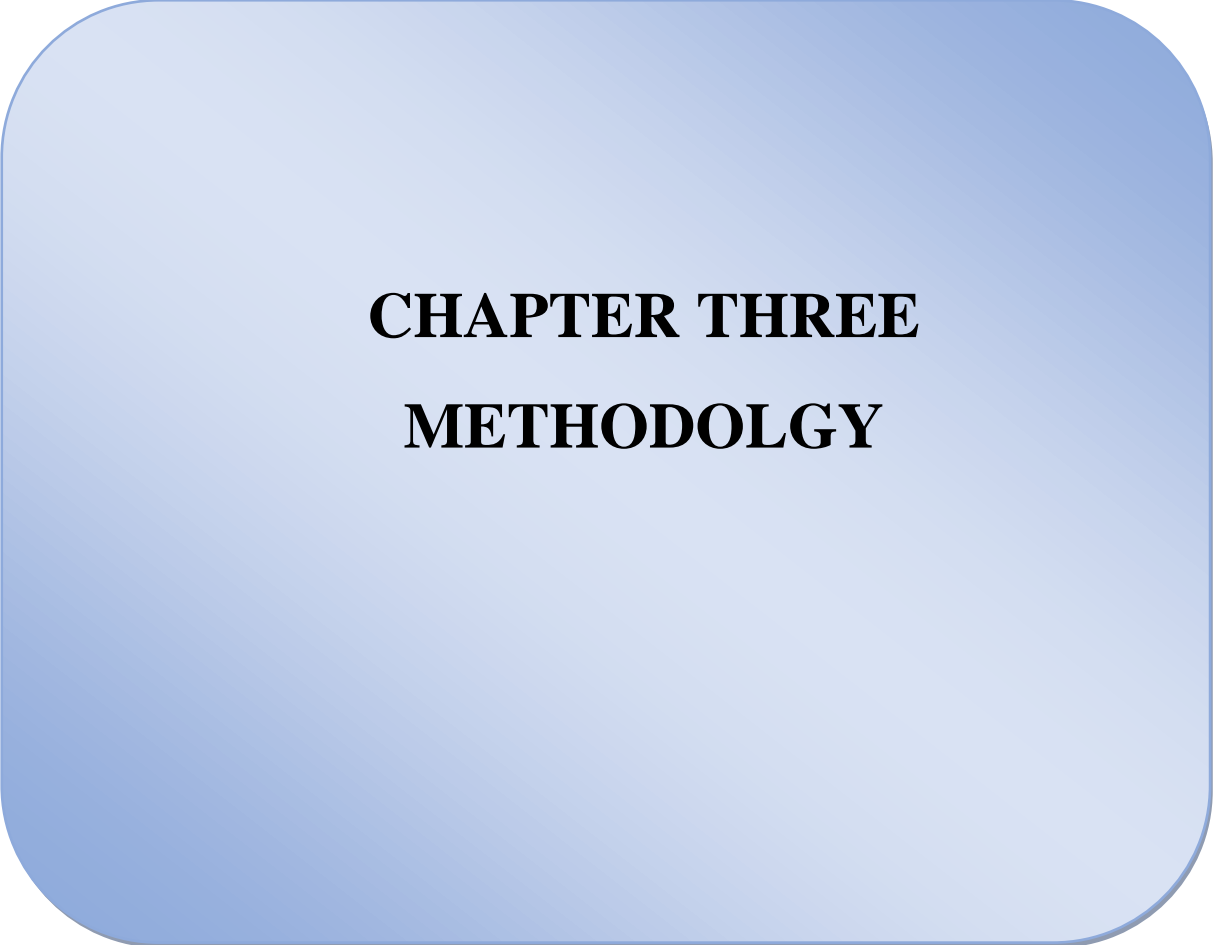
(*ibid*). Analytic being quicker and probably is adequate for informal testing of progress” (*ibid*). Analytic assessment, however, is seen as a way to evaluate the students’ performances in terms of accuracy as it allows teachers to test language aspects independently and in a detailed way. “Analytic scoring takes longer, but compels testers to take a variety of factors into account and if these factors are well chosen, is probably both fairer and more reliable” (*ibid*)

However, focusing mainly on language aspects may lead the teachers to lose sight of the overall picture and fail to assess the students’ speaking performance as a whole since one of disadvantages of analytic assessment is that “the scorer may be distracted by all the categories and lose sight of the overall picture” (Thornbury, 2005: 127).

To conclude, the holistic as well as the analytic assessments are necessary for the development of the students’ speaking proficiency. Without assessment, the process of achieving the speaking lessons’ goals remains incomplete since testing raises the students’ awareness towards the importance of their oral sessions the fact that renders them more serious and sincere enough to perform properly.

2.10 Conclusion

Speaking is an important skill to be learnt in any language. The second chapter aimed at talking speaking and its relation to authentic materials. Various points were discussed starting with the definition of speaking, the importance of speaking skill, Problems and speaking difficulties were stated as well. The components of speaking were also mentioned .Using authentic materials to design activities .As it has previously said, authentic materials can be effective tools that can be incorporated in planning speaking activities .



CHAPTER THREE
METHODOLOGY

3.1 Introduction

This chapter is concerned with the methodological procedures of the research. First, the research setting is explained, followed by describing the choice of the descriptive method. After that, sampling has been clearly discussed. Teachers' and students' profiles are also explained. By selecting questionnaires as primary sources to data gathering, teachers' and students' questionnaires will be carefully described. Moving from the limitations of the study, a conclusion that will sum up the main points of this chapter will be provided.

3.2 The Setting of the Research

Any academic research has a specific setting where all the methodological procedures operate. This humble research took place during the academic year of 2021/2022 at The University of Msila. It started first in 1982. The University has its own administration and pedagogical infrastructures. The department of English language at The University of Msila counts students and ... teachers. Certain conditions are established to allow students from different regions to be learners at the University. The first condition is linked to the average of the baccalaureate exam: a candidate must have a rate greater than or equal to 13.70/20 and 12.91/20 for scientific and literary streams respectively. Another condition is that the English exam must be 10/20 or more.

3.3 The Choice of the Method

The descriptive method was used to conduct this study. The participants who answered the research questions were mainly asked to provide insights, opinions, and suggestions on a variety of angles related to the dissertation topic. During conducting this study, the researcher resorts to a mixed descriptive method where qualitative and quantitative questions have been structured. Mixed method can be defined as the collection or analysis of both qualitative and quantitative items. According to Hanson Creswell, Plano Clark, Petska, and David Creswell (2003), "The purists believed that quantitative and qualitative methods derived from different, mutually exclusive, epistemological and ontological assumptions about research. The situation lists believed that both methods have value (...)." (p.229)

3.4 Sampling

Before talking about the sample of this study, it is important to define the term sampling to determine the way the research sample was selected. According to Singh (2006), "Sampling is indispensable technique of behavioural research, the research work cannot be undertaken without use of sampling" i.e., sampling is a fundamental step in human and social sciences. He adds, "The study of the total population is not possible and it is also impracticable. The practical limitation: cost, time and other factors which are usually cooperative in the situation stand in the way of studying the total population." (p.82).He continues," Sampling is fundamental to all statistical methodology of behavioral and social research. Bad sampling vitiates the data at the source and no amount of subsequent statistical findings will improve its quality. In fact, sampling is the part of the strategy of research and has by now acquired the status of technical job.".Therefore, the aim of any academic research is to generalize the final results and this can be attained through examining a phenomenon on a selected sample then generalizing the findings on a whole population. "Generalizability of the research findings is, of course, dependent upon the sampling procedures , followed" (Singh, 2006, p.81). When conducting this research, a purposive sampling procedure was followed. Purposive sampling is explained by Parahoo (1997) as "a method of sampling where the researcher deliberately chooses who to include in the study based on their ability to provide necessary data" (p.60).Moreover, a group of ... students from first year students are selected at the University of Msila for many reasons for instance speaking is taught during the first year. This helps the researcher to investigate the benefits of using authentic materials.

3.5 Teachers' Profile

Teachers who were selected from the department of English of the University of Msila have many endeavors to educate their students in a good way. About 30 teachers are working for helping learners to be successful future teachers and to get a high level in the English language

Most of them are from Msila, Bordj Boairidj, Sidi Aissa, Ain Lehdjel. The questionnaire was administered to 10 males and female teachers in which they were kindly invited to answer all the questions. They were asked about the use of authentic materials to improve first year students speaking skill .

3.6 Students' profile

The selected group is from first year students at the department of English at The University of Msila. They are.... chosen out of students .They were required to respond to the questionnaire items in order to measure the effect of authentic materials on their speaking proficiency .

3.7 Means of Data Collection

As data gathering tools, questionnaires have been selected to conduct this study, a questionnaire is defined as a research instrument to collect data from a given sample which is selected from a whole population. It is also known as a series of questions which are designed to gather information filled by the participants in the sample .The questionnaire is considered as the most common type of research instruments .According to Brown (2001), "questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing out their answers or selecting from among existing answers". (p.6)

The questionnaires that are designed for first year students and teachers of The University of Msila are a mixture of open-ended and closed-ended questions .The first type embodies instructions which require a deep thinking to answer. In this type of questions, the students are asked to give solutions, opinion about something, suggestions, or list types of something. The analysis of the answers is time consuming while the second kind of questions consists of lists of choices in which the teachers and the students have to mark out the appropriate answer according to their understanding of the question and their point of views .

The reason behind choosing questionnaires as research instruments is that these tools can provide the researcher with a massive amount of information. The findings that will be drawn on at the end of the research can be easily interpreted since they can be measured using softwares .In this study, Excel Microsoft Office will be used to represent the final results.

3.7.1 Describing Teachers' Questionnaire

The first and second questions aim at providing background information about teachers' gender and academic qualifications.

Concerning the third question, the teachers are asked whether they use authentic materials in their classrooms or not. The purpose behind asking this question is simply to check if these materials are implemented in the teaching of speaking skill particularly.

The fourth question is about investigating the frequency of using authentic materials by providing five options: frequently, often, sometimes, rarely, and never. Its major goal is to see if the teachers rely on these language resources in speaking classes. They are asked also to justify their answers in case they say "frequently". The informants are also asked about their students' attitudes towards the implementation of authentic materials whether they show satisfaction or not.

The fifth question is about checking the teachers' perspectives concerning the integration of authentic materials in speaking activities. The options that accompany this question are about the degree of authentic materials usefulness.

Concerning the sixth question, teachers are mainly asked about the type of authentic materials they prefer to work with. Since authentic materials are diverse, every teacher would have a specific type to use in his or her class.

The seventh question is about the impact of authentic materials on EFL students' oral proficiency. The teachers are asked about their opinion on the effect of these materials. The eighth question is about language materials that are available on the Internet. The teachers are asked if these types of materials are interesting or not.

The ninth question is about the evaluation of using authentic materials. The teachers are asked if implementing these materials is good or bad. The tenth question is about the reasons behind using authentic materials in speaking sessions. The eleventh question is asked to see the kind of authentic materials that teachers at University of Msila prefer the most (books, videos, CD, records, or pictures). The teachers choose one type among the others because they believe that it may fit their lesson objectives. Question twelve aims at knowing the criteria upon which teachers at the English department select authentic materials. Question thirteen is about the obstacles that are encountered by The University of Msila teachers at the English department when they plan speaking sessions. Question fourteen is about students' satisfaction when their teachers use authentic materials. Therefore, some students may feel comfortable when authentic materials are implemented in speaking tasks whereas others may not. The question fifteen is about the causes of resorting to authentic materials while teaching EFL students speaking. The teachers in the

last question are asked about the criteria upon which they choose real materials. These criteria may refer to the objective of the lesson, to the students needs, or to other features.

3.7.2 Description of Students' Questionnaire

The first question is about students' gender. The students are asked whether they enjoy speaking language or not in the second question. Generally, learners of English language find this language interesting. The third question is about the learners' difficulties in speaking the English language in the classroom. Acquiring English as a foreign language might be not easy for many students. The fourth question deals with the types of authentic materials. Students are asked about their preferences of implementing various kinds of real language materials. Justifying the answer is demanded in this question. Talking about the fifth question, learners are asked about their satisfaction when their teachers use occasionally videos or records. Students would have different views about this idea by providing valuable justifications. In question six, the effect of authentic materials types on the participants' degree of motivation is examined. The seventh question deals with the students' satisfaction about their teachers' way of teaching speaking. Learners' decision might refer to various reasons such as the teacher's competence, language materials that are used, subjects which are covered, etc. Concerning question eight, the students are asked about the types of activities they prefer. Certain options are given to student to choose (dialogues, role-playings, and free discussions) Talking about the ninth question, the students are asked if their teacher gives them a chance to participate in the speaking classroom activities .The major aim of this question is to check whether the teaching process is a teacher-centered or a learner-centered one. Question ten is about learners' self- confident enhancement in case of implementing authentic materials in speaking sessions. In question eleventh, students are asked whether they participate in selecting authentic materials in speaking courses .The aim behind asking this question in to see if teachers take into consideration their students' needs, preoccupations and interests. The last question is linked to detecting learners' views about the negative aspects of using authentic materials by providing them with three proposals: authentic materials are not interesting, they do not fit your needs, or certain cultural issues are not suitable.

3.8 Validity and Reliability

The concepts of validity and reliability are to be taken into consideration in order to make the a research more authentic and results more believable. In any study. Kumar (2011) claimed “ Validity is the ability to measure what is designed to be measure ”(p.153).According. validity ensures that the instrument of the research measure what the researcher b lives it measures. Nevertheless. reliability is the research measures what the research instrument is accurate and precise.(Kumar.2011).Mose& Kalton (1989) claimed “A scale or test is reliable to the extent that repeat measurement made by it under constant conditions will give the same result”. In other words, reliability occurs when repeating the study or experiment reveals the same outcomes.

Validity and reliability in the current research are given a high level of importance , taking into account many sides of the research. The adaption of the descriptive method gives the research authenticity as it embraces both the quantitative and qualitative methods.

3.9 Limitations of the Study

Along with the procedure of conducting the present study, certain limitations were encountered:

- 1- Limitation of time: this study is restricted by the factor of time. The researcher has to accomplish his work during a given short of time.
- 2- Limitation of choosing the sample of the study: the researcher chooses his sample deliberately i.e., this choice is made purposefully.

3. 10 Conclusion

This chapter analyses several key points related to the research setting, the sampling, followed by describing the teachers“ and the learners“ profiles. The tools for gathering data and the choice of the descriptive method are stated. In addition, students“ and teachers“ questionnaire are tackled point by point .The aim of each question is dealt separately . Another point to be tackled is reliability and validity. This chapter is ended by the limitations of the study.

CHAPTER THREE
DATA ANALYSIS
RECOMMENDATION
AND SUGGESTIONS

4.1 Introduction

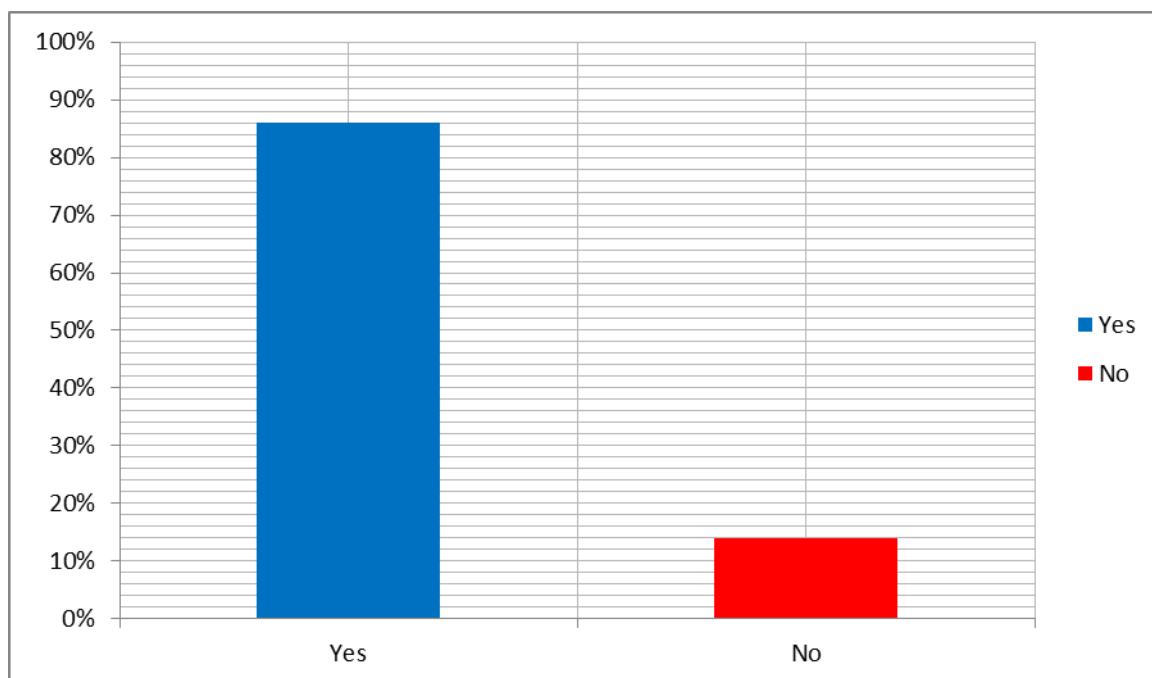
The researcher took responsibility of conducting this modest study through two major questionnaires as primary source of data gathering. One questionnaire is oriented to the teachers of the University of Msila in which they show their perspectives towards the implementation of real language materials into the teaching/learning processes. Another questionnaire is designed to first year students as participants who responded to the given instructions to detect their points of views on enhancing their speaking proficiency through using authentic materials. Both questionnaires are a mixture of closed-ended and open-ended questions. Questions of the first type will be presented in a form of graphs and pie circles representations whereas the second type will be presented in short paragraphs which show students' and teachers' opinions on promoting their oral expression abilities using authentic materials.

4.2 The Teachers' Questionnaire

The teachers' questionnaire is composed of 15 questions. It was distributed during the second semester of the academic year (2021/2022) to 05 teachers .The participants show their collaboration in answering the questionnaire questions starting with providing some background information and ending with the question that tackles the criteria of selecting authentic materials.

4.2.1 The Interpretation of Teachers' Questionnaire Results

Question 3: Do you use authentic materials in speaking sessions?



Teachers' Use of Authentic Materials

From this graph, the difference between the two percentages is noticeable by which 80% of the teachers declare that they use authentic materials in speaking sessions .This finding positively reflects the effectiveness of authentic materials implementation.

Question 4: How often do you use authentic materials?

According to the pie circle below, the highest percentage (40%) is given to the option “sometimes” ,followed by “often”, “frequently” and “rarely” which are given the same rate (20%) while no teacher mentions that he never use authentic materials. The frequency of using these materials has to be in accordance with the students“ level, the availability of these materials, the classroom environment, etc. Teachers are asked to justify their answers. A teacher claims, “when students are exposed to authentic materials, then the activities devised do seem realistic to them .They somehow feel that there is a need for learning. In those situations, learning does take place.” .This indicates that when students are exposed to real language, they feel as if they are learning the real language within a real context.

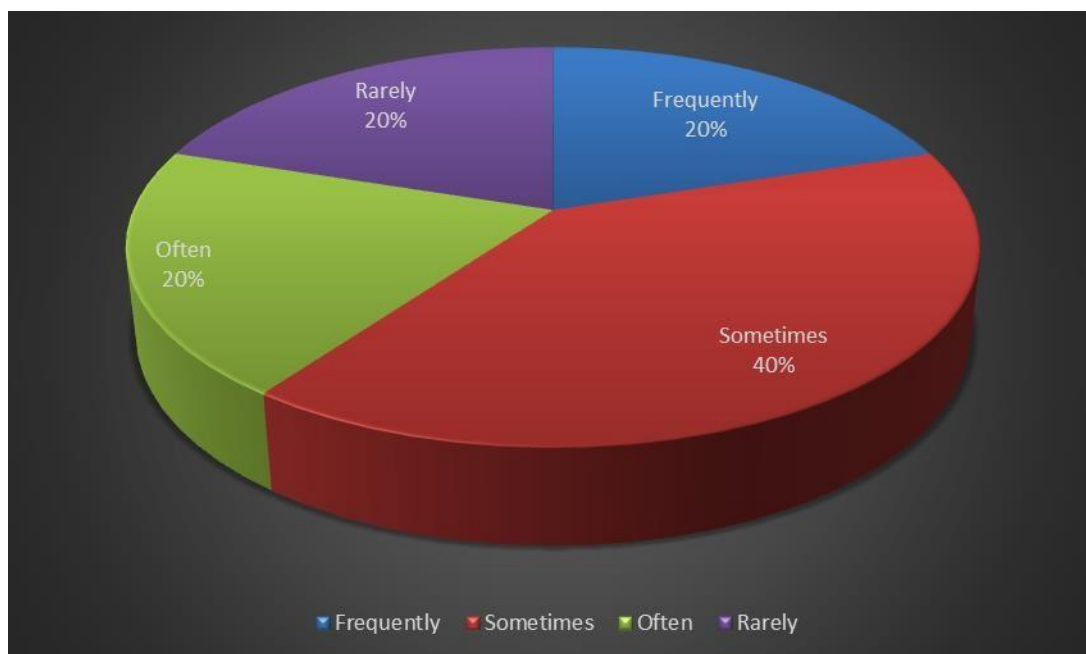
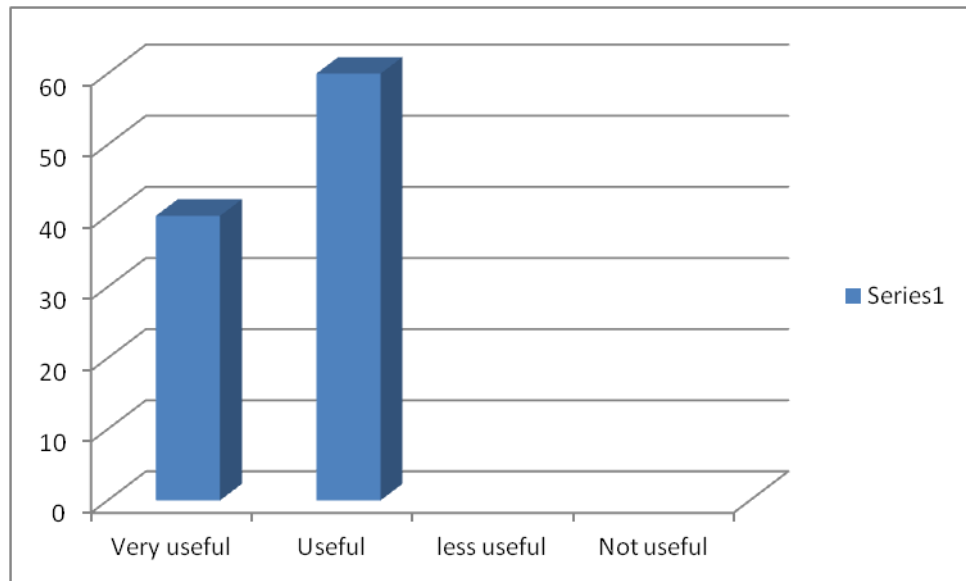


Figure 4. 1: The Frequency of Using Authentic Materials

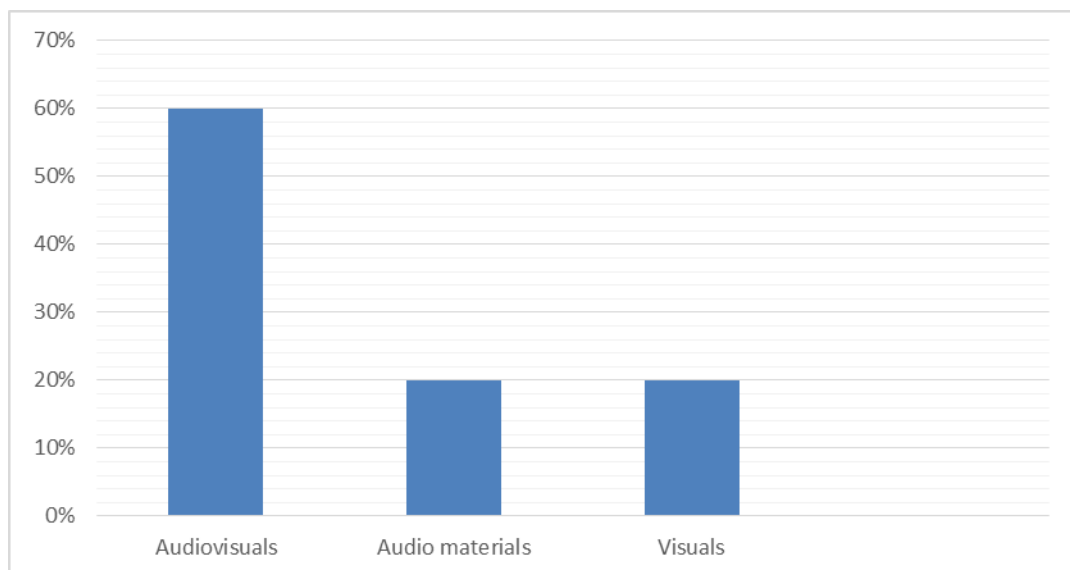
Question5: what do you think of implementing authentic materials in the classroom activities particularly in speaking sessions?

From the presented graph below, 60% of the teachers think that implementing authentic materials in speaking session activities is useful. Besides, 40% of them say that they are very useful whereas “less useful” and “not useful” proposals have not been selected by any teacher. This is a second indicator that fosters the implementation authentic materials.



Bar graph 4. 1:Teachers’ Opinions on Implementing Authentic in Teaching speaking

Question 6 : What types of authentic materials do you use mostly?

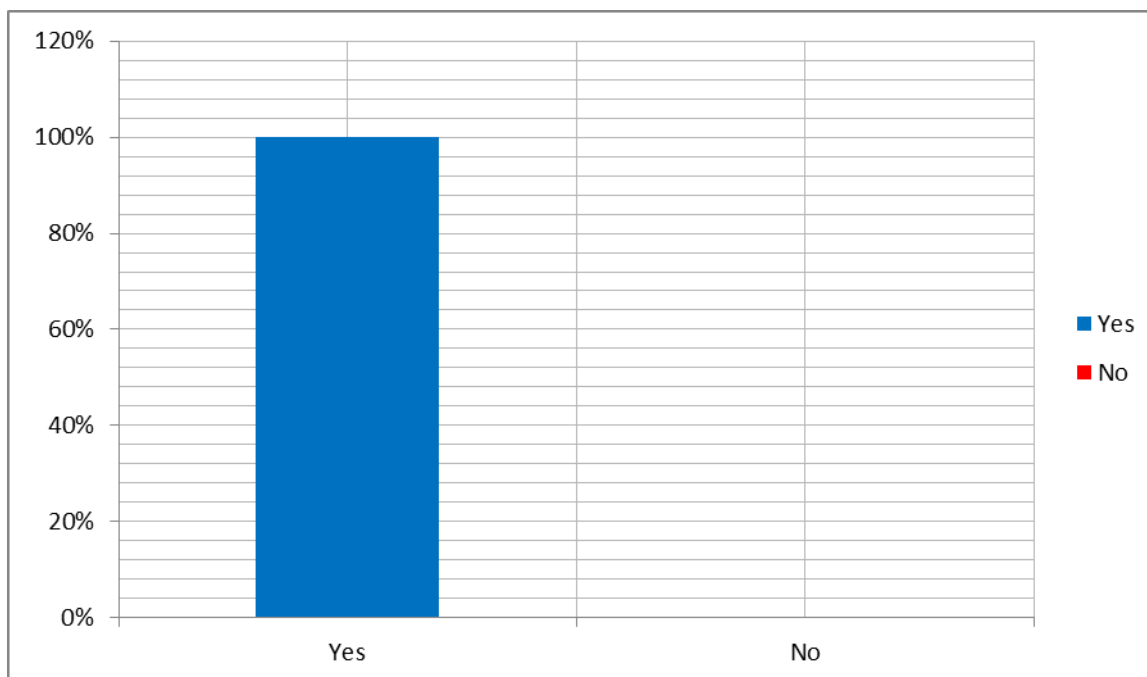


Bar graph 4. 2: The Types of Authentic Materials Teachers Mostly Use

This bar graph represents the type of authentic materials that teachers of the University of Msila frequently use. According to the results, it is found that more than 50% of the teachers prefer audiovisual aids comparing to audio and visual materials because audiovisuals are interesting and commonly used in teaching the English language. This ,probably, can be interpreted in a way that audiovisuals are up to date

pedagogical instruments while other kinds of materials are seen as old-fashioned language materials.

Question 7: Do you think that exposing EFL learners to real-life language resources enhances their speaking proficiency?



Bar graph 4. 3: Teachers' Opinions on Exposing EFL Learners to Authentic Materials

This graph shows teachers' opinion about exposing EFL learners to real-life language resources. It aims at investigating their effectiveness on enhancing their speaking proficiency. A percentage of 100% of the teachers agree upon the certainty of promoting the students' oral expression through the use of authentic materials

Question 8 : What do you think of authentic materials that are available on the net?

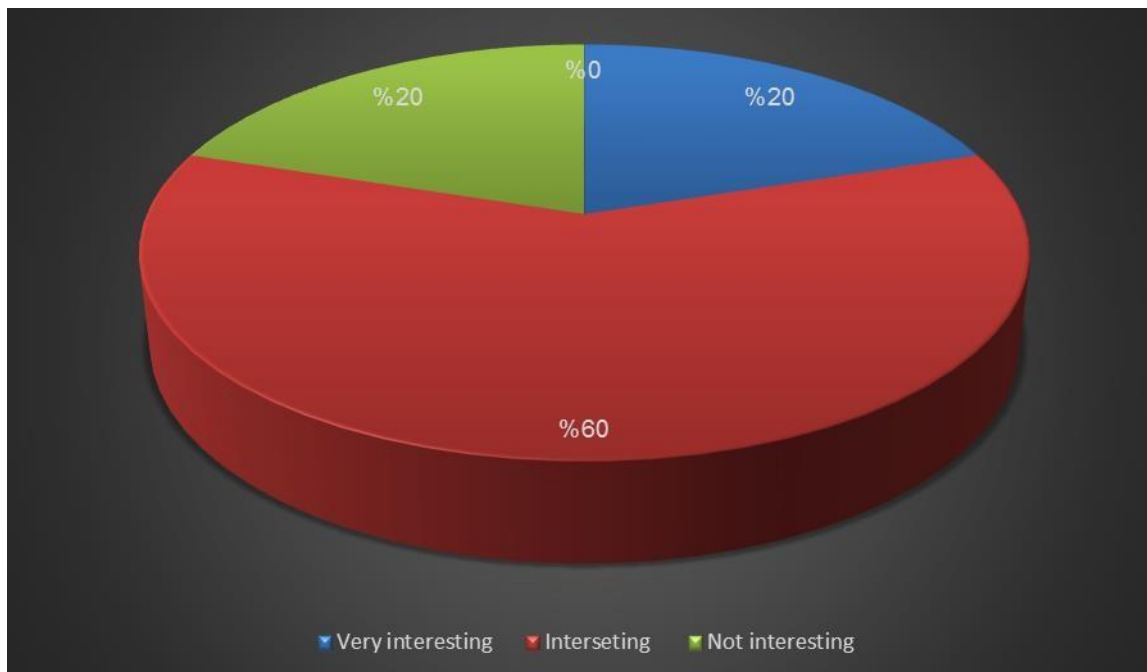
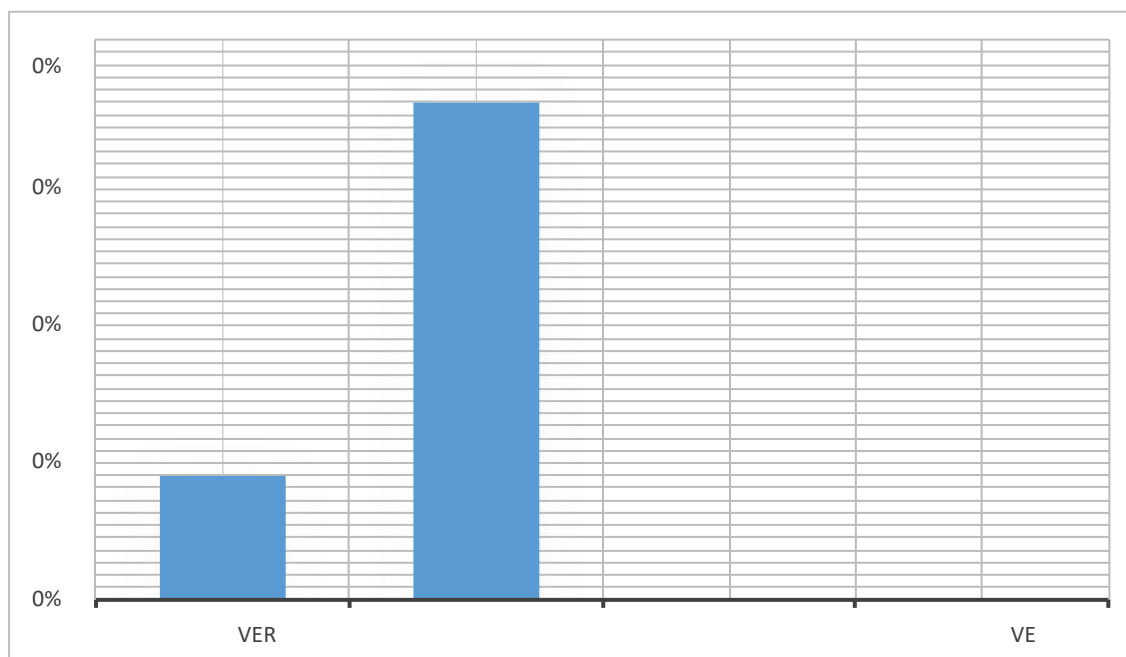


Figure 4. 2: Teachers' Perspectives about Authentic Materials that Are Available on the Net

From the pie circle given above, we can deduce that 60% of the teachers think that authentic materials that are available in the Internet are interesting whereas the two opposed proposals "very interesting" and "not interesting" have the same rate. These findings are so realistic and compatible with what is already mentioned in the first chapter when talking about displaying authentic materials through ICT devices.

Question 9: How do you evaluate the use of authentic materials in speaking courses?



Bar graph 4. 4: Evaluating the Use of Authentic Materials

In this graph, teachers were asked about evaluating the use of authentic materials in speaking classes. The second option gains the highest percentage (80%) , followed by 20% of the teachers who say that authentic materials are “very good” .For both options “bad” and “very bad”, they have a percentage of 0% .As a remark, for the previous closed- ended questions , the percentages are nearly the same for “useful”, “interesting” and “good”.

Question 10: As a teacher of speaking, what kind of authentic materials do you think help you to achieve your objectives?

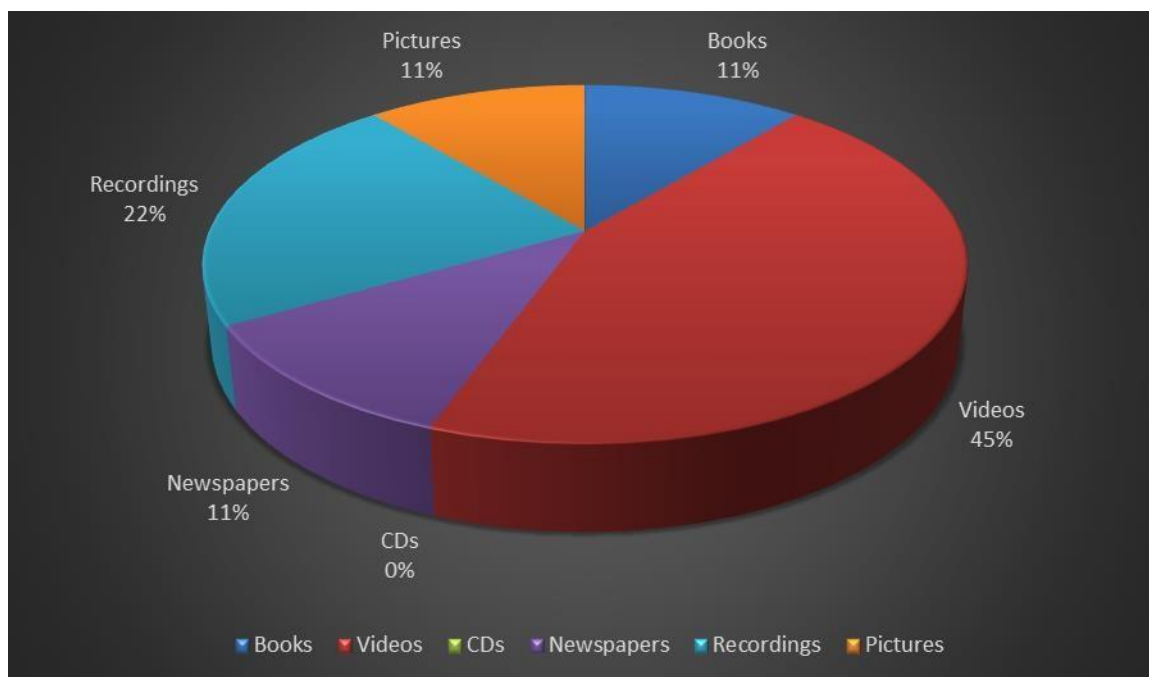


Figure 4. 3: Authentic Materials that Help Teachers to Achieve their Objectives

According to the pie circle, videos gain a percentage of 45 % which is a high rate comparing to the other types. These kinds of materials are enjoyable and motivating for their students. Recordings are classified after videos with a percentage of 22 % .Pictures, books, and newspapers have the same rate (11%).This may reflect that teachers take some consideration in selecting the appropriate authentic materials to be implemented in teaching speaking.

Question 11: How do you generally select the appropriate authentic materials for your students?

After analyzing the informants' answers, it can be said that the selection of authentic materials is based on various features such as the learners' interests and the lesson objectives .A teacher asserts , “ materials should be selected in a harmony with learners' interests (...).Another teacher claims ,”the selection is made taking into account the kind of groups you have (mixed-ability classes) and the kind of learners (visual, aural, haptic).The lesson plan ought to be structured accordingly .i.e., varied learner-centered activities ranging from easy to difficult ones.”. After analyzing this teacher's opinion, it can be said that the kind of learners, the lesson plan structure play a crucial role in selecting authentic materials.”

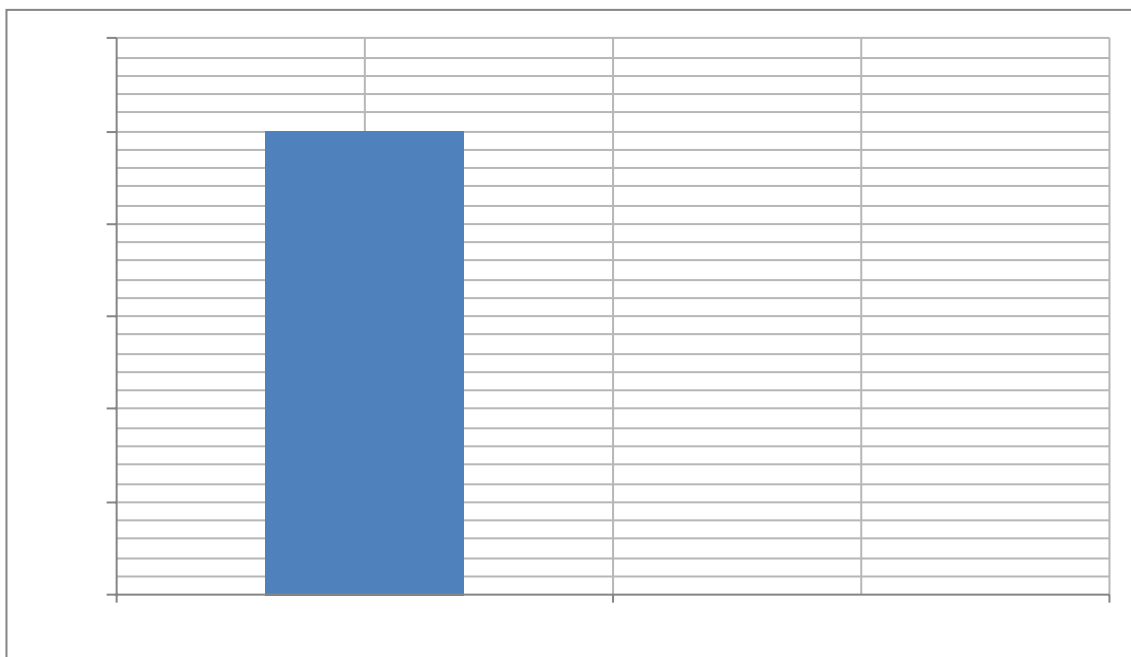
Question 12: What are the problems that you may encounter in planning speaking sessions using authentic materials?

Chapter four Data analysis, recommendations and suggestions

Teachers are asked about the problems they may face when planning speaking sessions using authentic materials. Many teachers agree on the fact that the implementation of these materials can create various obstacles. A teacher says, "the only problem is time. It takes time comparing to other materials to decide which is the best (...). Another teacher has mentioned three problems: technical problems, familiarity of the topic and cultural issues. It can be deduced that incorporating real language materials may put teachers under difficult challenging circumstances which leads them to adapt other language materials.

Question 13: Are your students satisfied with the materials you use?

The graphic representation below shows learners' satisfaction with the materials their teachers use. According to the findings of this question, all teachers declare that their students do not face any problem with the language resources that they are using in the classroom. This might be referred to the teachers' best choice of language materials and their ability of making decision about what to select and when to implement the appropriate language materials.



Bar graph 4. 5: Students' Satisfaction with Language Materials

Question 14: Why do you resort to real materials rather than incorporating other types of authentic materials?

Teachers have different reasons behind resorting to real materials. Some teachers want their learners to live situations that are similar to real life ones. Consequently,

students would feel as if they are attending a real English class. Other teachers confirm that these materials are motivating pedagogical elements to enhance their learners' level. A teacher states, "using authentic materials permits the shift from classroom activities to (real) life-like tasks. This device enables learners to get better training to function in the work place after graduating". It is obvious that incorporating authentic materials into the classroom activities is not only helpful in the classroom but this can even transcend the wall of school.

Question 15: Upon which criteria do you generally select authentic materials?

In the pie circle below, teachers are asked to specify the features upon which they select authentic materials. 50% of the teachers state that they use authentic materials in accordance with the learners' needs. It is obvious that the teachers of English put their students' needs at a central position when planning their sessions to create an exciting English atmosphere. Concerning the second option, some teachers declare that selecting authentic materials has to be based on the lesson objectives. The last option which has a percentage of 13% is linked to other factors of choosing authentic materials.

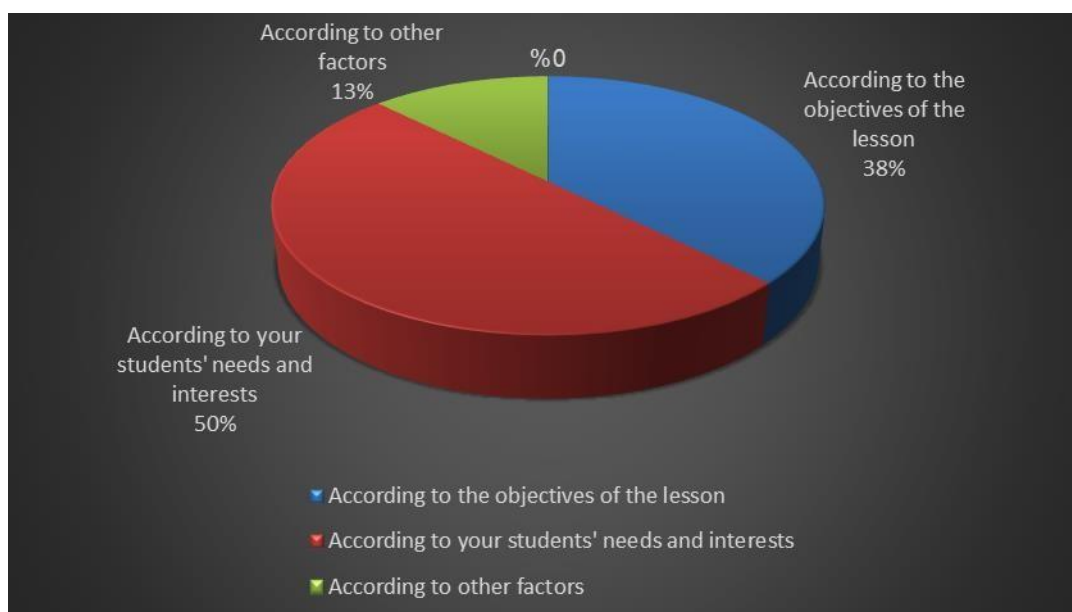


Figure 4. 4: Criteria for Choosing Authentic Materials

4.3 Students' Questionnaire

Students' questionnaire contains 12 questions in which learners are asked about various points related to the utility of implementing of authentic materials in speaking courses. It was distributed on May 17th, 2022 during their second semester exam from

10h00 to 11h 00. The researcher took the responsibility of explaining to the students the topic and any ambiguous points they might encounter them. The participants responded objectively to the questionnaire questions.

4.3.1 The Interpretation of Students' Questionnaire Results



Bar graph 4. 6: Students' Enjoyment of Speaking Sessions

Question 16: Do you enjoy speaking sessions?

From the given bar graph, it appears that most students do enjoy speaking sessions with a percentage of 86% whereas only 14 % the students said the opposite .According to this result, it can be deduced that speaking is one of the most preferable skills for students of English at the University of Msila.

Question 17: what are the major difficulties in speaking English in the classroom?

The majority of students agree that the major difficulties they have in speaking the English language are mainly the fear of committing mistakes, lack of vocabulary and hesitation. A student asserts, “One of my major difficulties in speaking English in the classroom is hesitation while I am speaking .It causes interruptions in my speech (...)”. Another problems are related to the lack of self-confidence and shyness, the choice of topics, sticking to one idea, pronunciation problems. A student claims,” I try to focus more on grammar so I lose my fluency” .These obstacles might be avoided through authentic materials that would have many benefits.

Question 18 : What kind of authentic materials do you enjoy more? Justify.

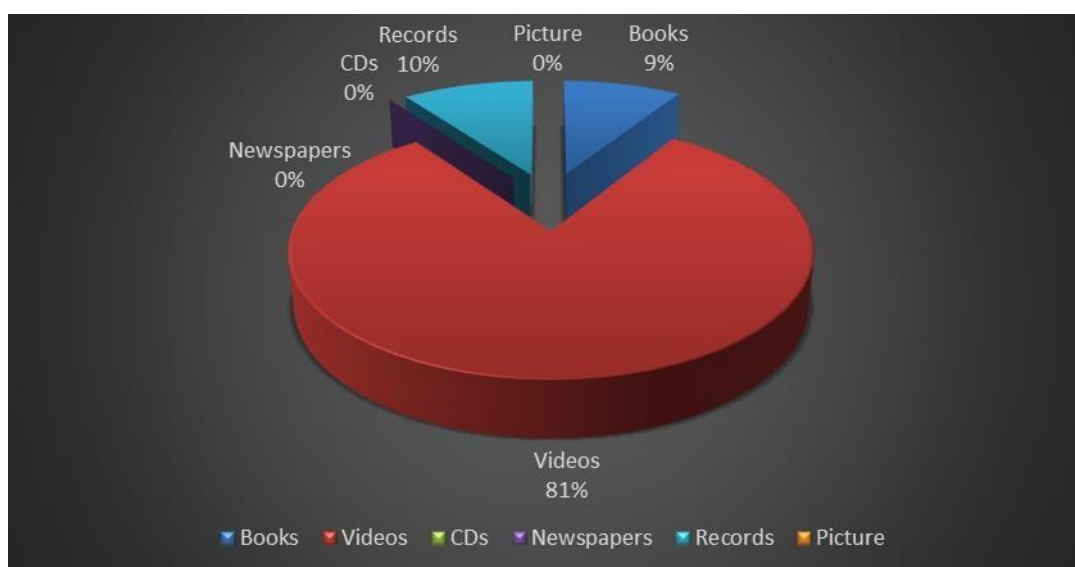


Figure 4. 5: The Kinds of Authentic Materials Students Enjoy More

This pie chart presents the kind of authentic materials students enjoy more for instance, books, videos, CDs, newspapers, records, or pictures. As it is seen in the pie chart, 80% of students select videos while the other proposals have a less percentage. Additionally, the participants are asked to justify their answers. Students who prefer authentic videos as a means to learn declare that they are interested in learning with these tools. To back up this result, a student says, “I enjoy videos because I feel them vivid and they are a kind of active learning. I enjoy listening and watching.”. Another student claims, “(...) I find reading too boring and I don’t really enjoy it, so I prefer watching videos. Another student confirms, “Videos are the most enjoyable language materials since you can use both visual and auditory senses to learn.” Concerning students who enjoy learning with books and newspapers advocate their opinion by saying that these materials provide the learner with a massive scale of information. As a result, it can be said that there is a shift of interest among students to have a specific kind of material to be used in language learning.

Question 19: How do you feel when a video or recording is occasionally supplemented to the speaking lessons?

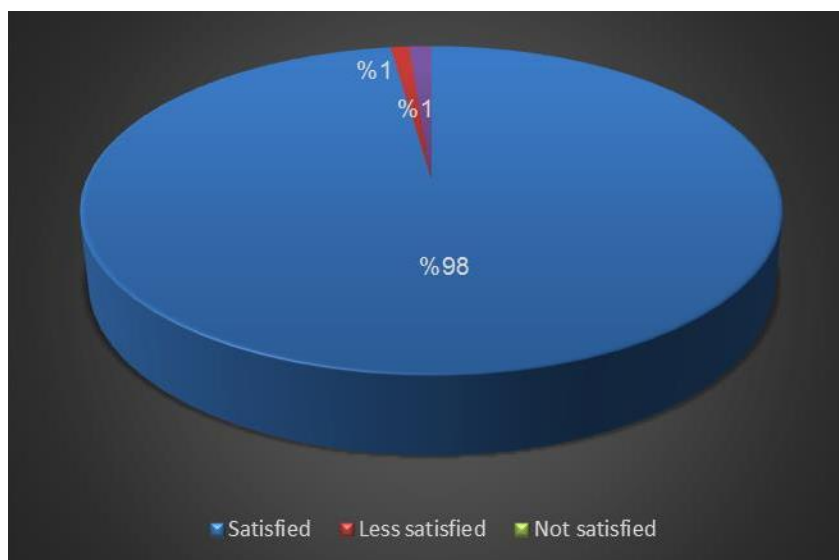


Figure 4. 6: Students’ Satisfaction with Supplementing Videos in Speaking Sessions

After analyzing the results provided by the pie circle, it is found that the results are so compatible and realistic with the previous findings .The percentage of the students who enjoy using authentic materials in speaking classes is nearly the same with the percentage of students who feel satisfied when a video is occasionally supplemented to the lesson. Students justify their answer by saying that videos are so effective and helpful especially for visual and auditory learners.

Question 20: When you learn with pictures, posters, videos, or Internet devices, you feel strongly motivated, motivated, less motivated, or not motivated?

In question six, the majority of students (67%) declare that that they are strongly motivated when pictures, posters, videos, and Internet devices are included in learning the English language ,followed by 27 % of the students who claim that they are motivated

whereas less motivated students have a percentage of 6% while “not motivated” option is not mentioned by any student.

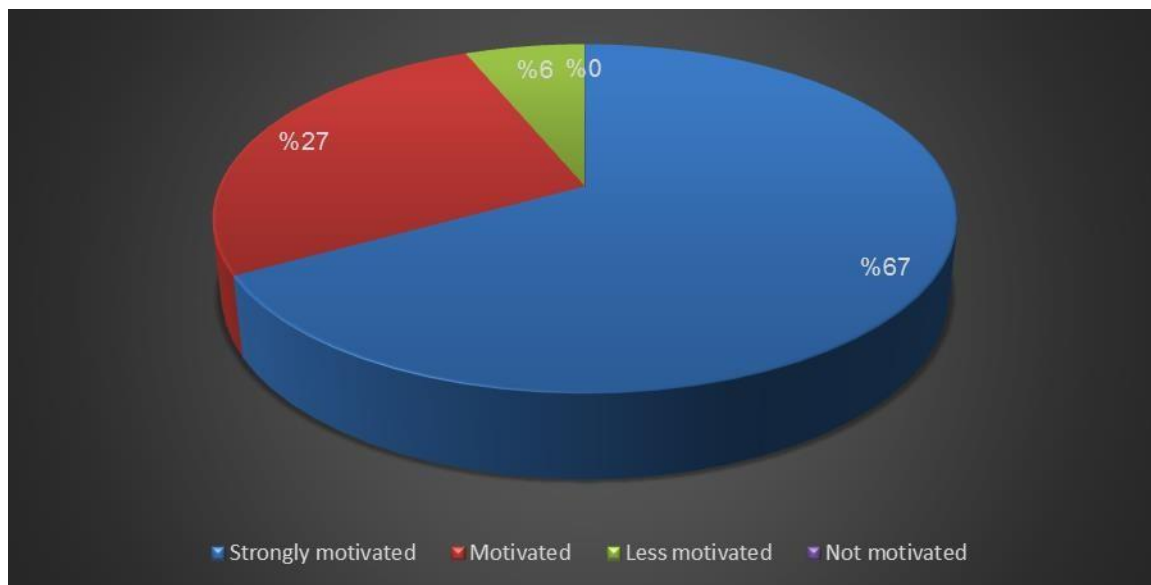
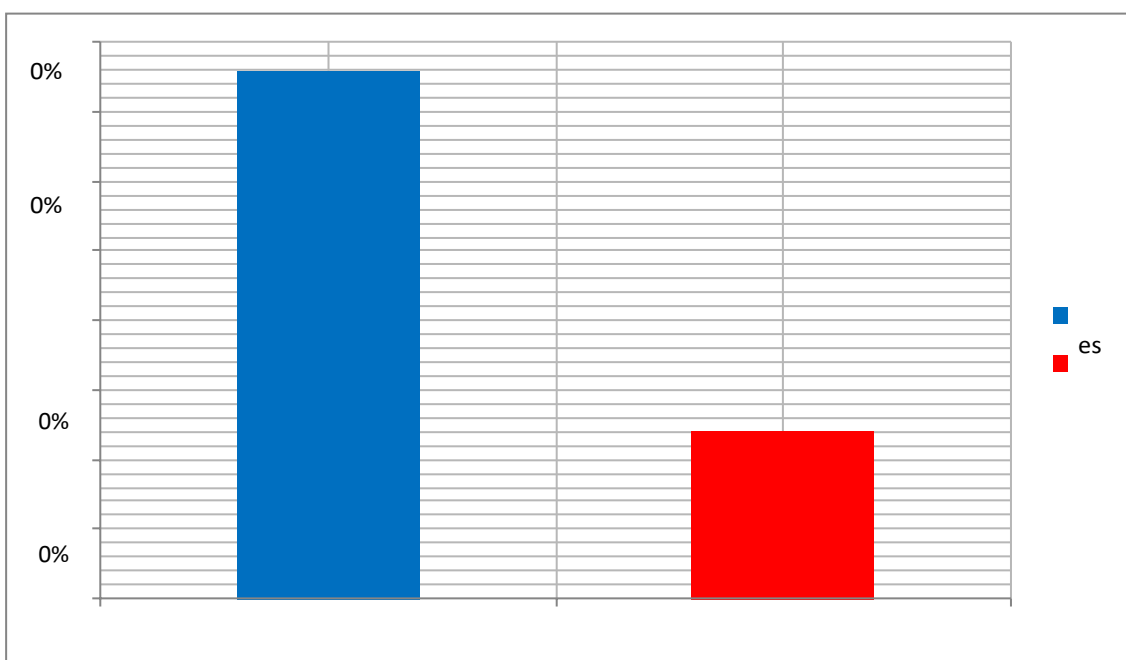


Figure 4. 7: Students’ Feelings when Learning with Different Types Authentic Materials

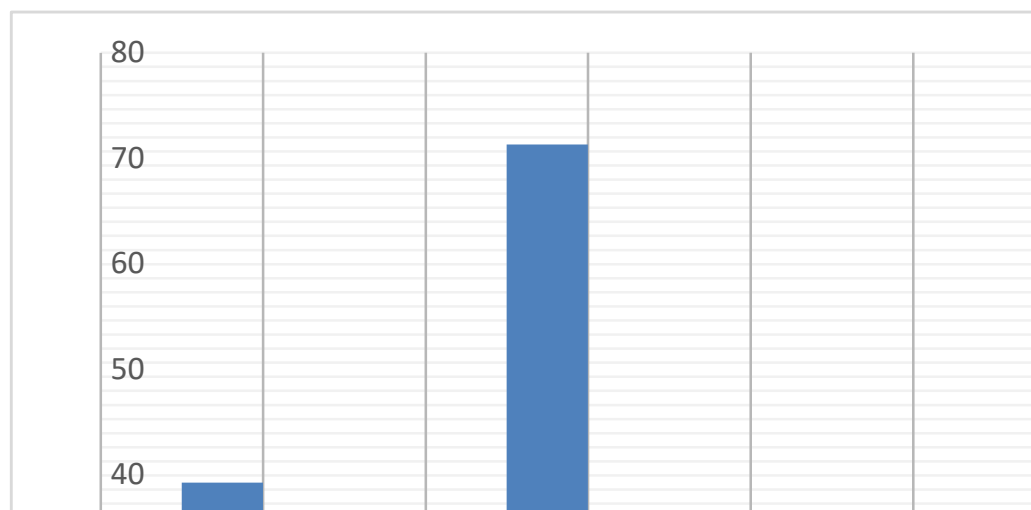
Question 21: Are you satisfied with the way your teacher teaches you speaking?



Bar graph 4. 7: Students' Satisfaction with the Way of Teaching Speaking

In question seven, 76 % of the students are satisfied about the way their teacher teaches them speaking. This finding reveals the teacher’s mastery of the subject matter he/ she teaches whereas 24 % of them say that they are not satisfied with the way speaking is taught.

Question 22: What types of activities do you prefer in speaking sessions?

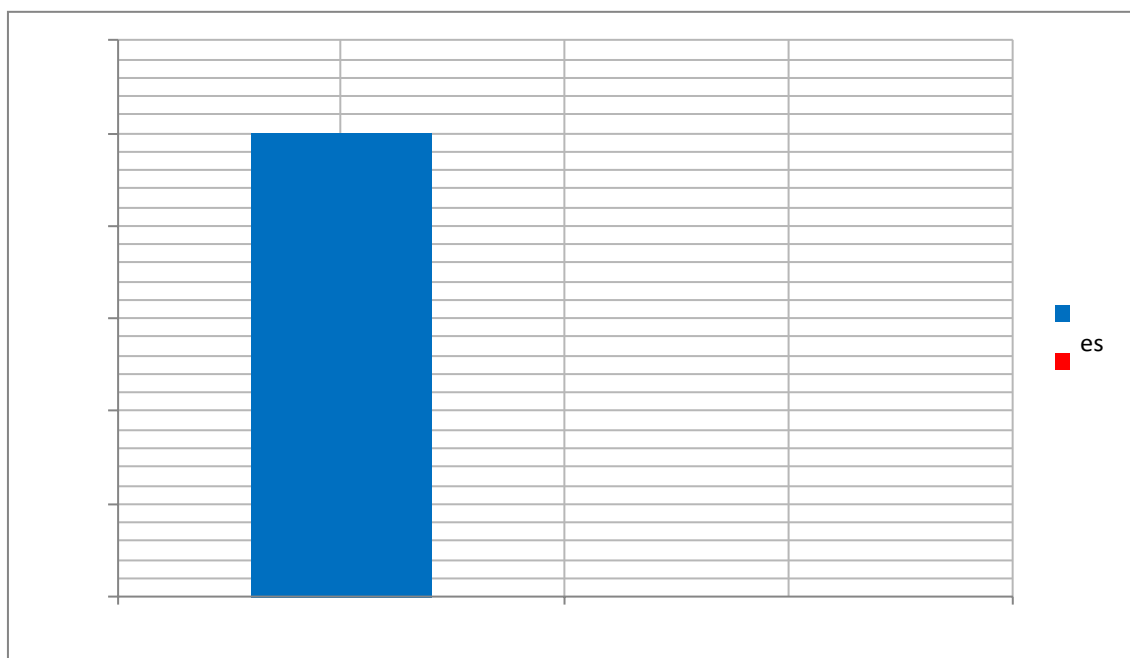


Bar graph 4. 8: Learners' Preferences of Speaking Activities

The graphic representation reveals that most students prefer free discussion activities (67%). This can reflect that they want to be free and autonomous in learning the language rather than being guided by accomplishing specific tasks like dialogues and role-playings which have a percentages of 14% and 19% respectively.

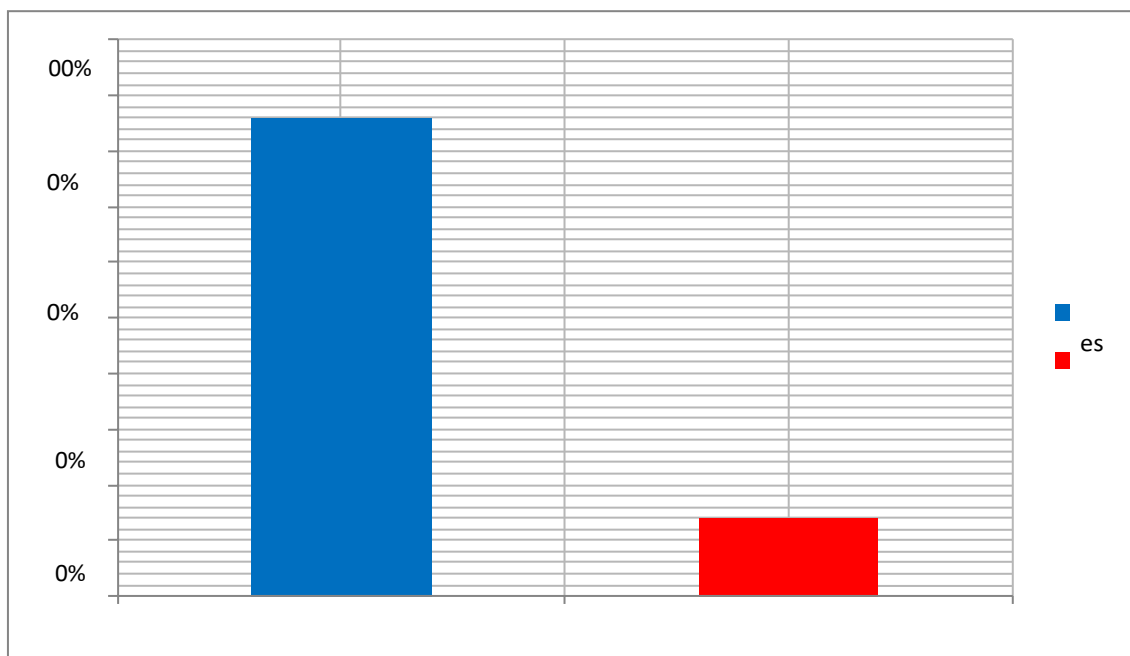
Question 23: Does your teacher give you a chance to participate in speaking activities?

The bar graph below denotes that all the sample individuals says “yes” and admit that their teacher of speaking gives them a chance to participate in class. It is a sign that teachers at the English department are focusing on learner-centered activities and they encourage their students' participation in the learning process.



Bar graph 4. 9: Students’ Participation in Speaking Activities

Question 24: Do you feel that your self-confidence is developed when your teacher uses authentic materials?



Bar graph 4. 10:Learners’ Self – confidence Development

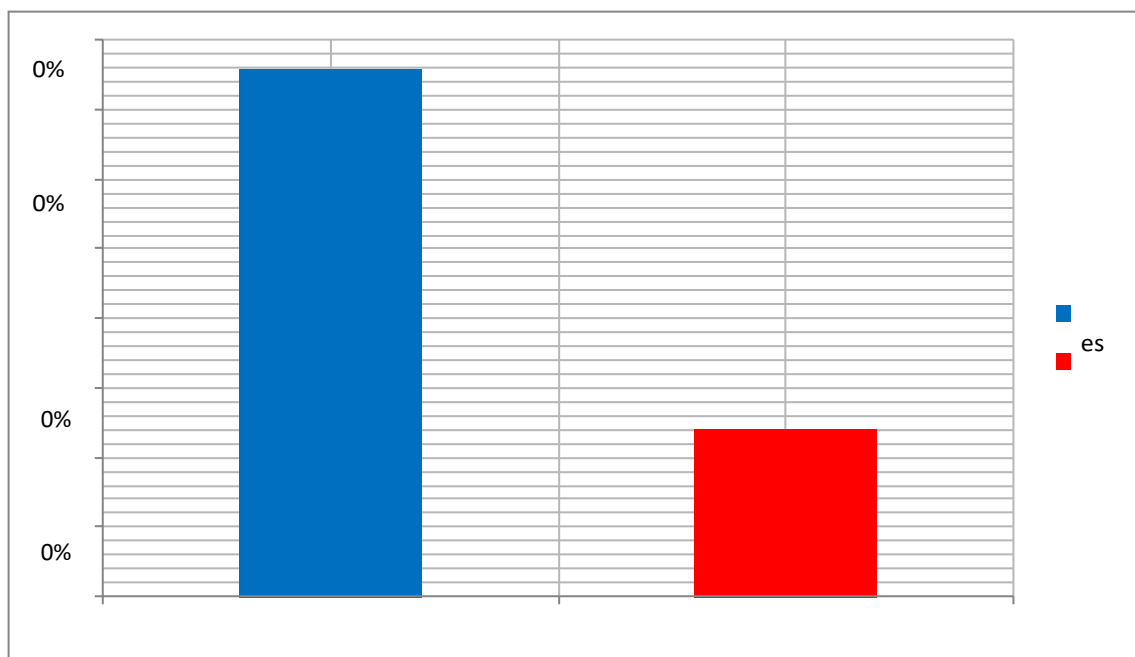
The given bar graph reflects a high percentage of students who feel that their self-confidence is enhanced while their teachers implement authentic materials. This fact shows that these types of language resources have a positive effect on students’

Chapter four Data analysis, recommendations and suggestions

psychological factors of learning. Only 03 students state that their self-confidence is not developed.

Question 25: Do you participate in choosing the types of authentic materials to be used in speaking sessions?

In the graph below, 76% of the students affirm that they are given a chance to participate in the classroom speaking activities. This result is a proof that teachers are not the kind of dominant ones since they allow their students to take part when selecting authentic language materials.



Bar graph 4. 11: Students' Participation in Choosing Authentic Materials

Question 26: What is your opinion in implementing authentic materials?

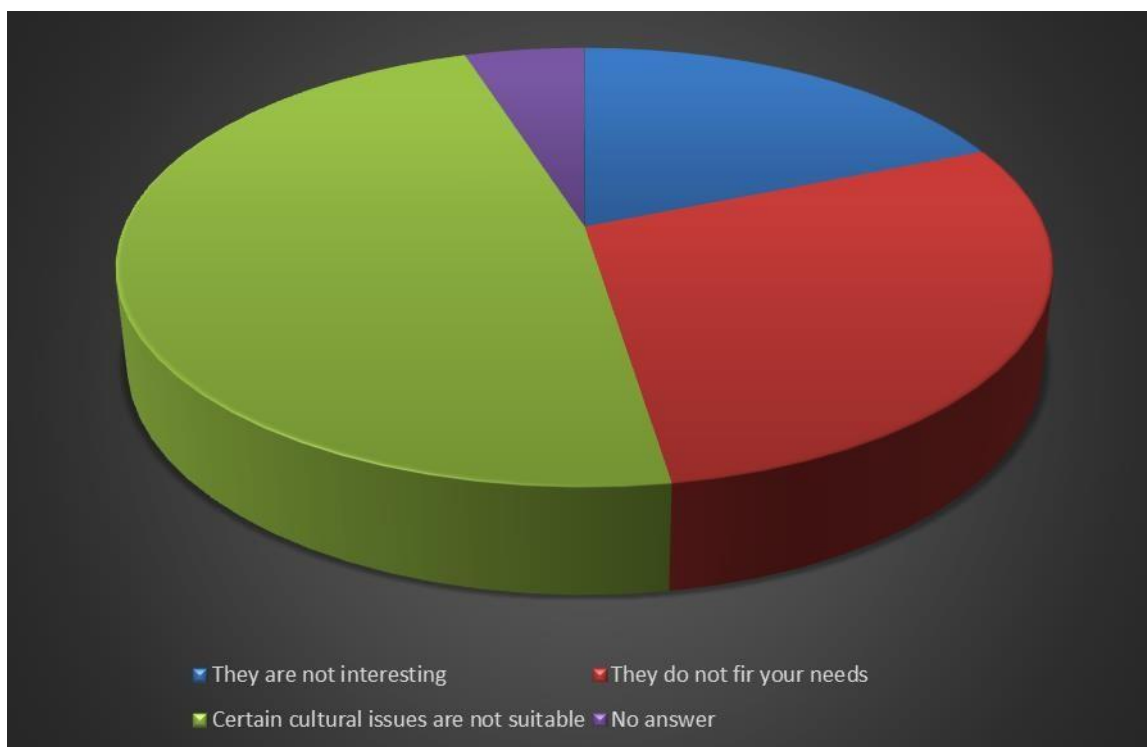


Figure 4. 8: Students' Opinion on Implementing Authentic Materials

The illustrated pie circle tests the participants' critical thinking about the use of authentic materials. A percentage of 19% of the students claim that authentic materials are not interesting. According to this statistics, authentic materials cannot be a source of enjoyment for many students. The second option was chosen by 29% of the students who think that these materials do not cater for their needs .It can be noticed that some authentic materials are not appropriate to be implemented in such situations. 48 % of the students said that authentic materials include certain cultural issues which are not suitable for them. One should remember that real language materials are produced by native speakers and are first designed to native learners of a language. Thus, this fact in itself makes learning through the adaptation of authentic materials a challenge for EFL learners. Cultural differences, teaching language purposes, educational systems, people's lifestyles and many other factors have a crucial effect on selecting language materials to be used.

4.4 Discussion of the Results

This part of the study is devoted to the analysis of teachers' and learners' questionnaires where the research questions are answered through two main tools.

To answer the first question of this research which is about the familiarity of authentic materials to first year students at the University of Msila, it is noticed that these language materials are commonly used. Therefore, students assert that these materials are helpful tools as they provide them with real experiences. According to the results of the learners' questionnaire, it is proved that the different kinds of authentic materials for instance, books, newspapers, records, magazines, posters, and so on are considered to be a source of enjoyment for EFL learners. The findings show that 67% of the learners feel strongly motivated when learning using authentic materials. Additionally, 80% of the learners prefer authentic materials to be integrated in teaching/learning practices. They show a great satisfaction with this kind of authentic materials.

Aiming at answering the second question of the research which is related to teachers' reliance on real language materials to develop their learners' language abilities, the findings reflect that teachers at the University of Msila do implement these materials as supports to enhance EFL learners' levels. It is proved through the teachers' questionnaire results that 60% of the teachers assert that authentic materials are useful pedagogical tools in acquiring the English language. The same percentage is given to the implementation of audiovisual aids in ELT.

As an attempt to answer the third question of the dissertation, the available findings that are drawn from the teachers' questionnaire show that the use of authentic materials have a great influence on enhancing EFL learners' speaking proficiency. Real language materials act as motivational instruments that positively affect the learners' oral expression abilities. Referring back to the students' questionnaire results, nearly 86 % of the students confirm that their self-confidence is developed through using authentic materials. The latter plays a crucial role to overcome the problems that students may face when expressing themselves orally.

To end up with the last question of the research, it is clear that using authentic materials would have some restrictions. EFL learners might find it difficult to cope with certain issues that authentic materials may display. Moreover, the differences that are found in the curriculums, teaching processes, cultural and religious issues, etc have to be taken into account when implementing authentic materials.

4.5 Recommendations

This study was conducted for the purpose of examining the effectiveness of authentic materials use on developing EFL students' speaking proficiency. This work is

not only beneficial for EFL students but also for teachers of English. So, on the basis of the present research findings, the following recommendations are actually suggested:

1- This study helps many EFL teachers to know about the different difficulties that may EFL students face in speaking and help them to overcome those difficulties through exposing them to real life situations i.e., teachers help students“ to improve their speaking skill through the use of authentic materials, adding to that, teachers must find out the appropriate materials that help EFL learners to develop their speaking abilities and to encourage them to speak confidently and fluently .

2- It is also recommended that teachers need to provide certain language materials in the teaching process. This creates for students' enjoyable ways of learning the language through engaging them into real life situations to develop their speaking performance.

3- EFL teachers need to be up to date with the new materials used in teaching foreign languages in order to use them as pedagogical tools to enhance their students“ language skills. Teachers should reduce their speaking time during the session to give more chances to the students to speak and to express their ideas, feelings and opinions using the target language.

4.6 Suggestions for Further Research

In the light of the research findings that are drawn on from teachers“ and learners“ questionnaires, the use of authentic materials is proved to be very useful in TEFL context. After investigating the effectiveness of using authentic materials on enhancing EFL learners speaking proficiency at the University of Msila, some suggestions can be proposed:

1- An experimental study can be conducted to assert the validity of the findings of this actual study. A future researcher would choose two groups. One group will be exposed to various authentic materials while the other group will not be treated the same way. This experiment could be done during a period of time where authentic materials are used as an internal factor.

2- It is also suggested to explore the usefulness of implementing authentic materials in other language areas: listening, writing, or reading since the acquisition of foreign language is believed by many people to be a holistic approach i.e., it is impossible to cover one language area in isolation from the other ones.

According to the results that are obtained from this modest research, students from different levels would have similar expected outcomes in a way that authentic materials can be examined to test their usefulness for all EFL students whatever their educational level background is.

4.7 Conclusion

This chapter provides an interpretation of the teachers' and the students' questionnaires. According to all what have been mentioned in this part, there is an affirmation of the necessity of integrating authentic materials as essential clues for developing EFL learners' achievements. Thus, it is highly needed to raise awareness about the utility of using authentic materials.

General conclusion

General .Conclusion

The way to increase EFL learners speaking competence tends to be a crucial question in the field of ELT. In the context of learning English as Foreign Language, the implementation of real language resources has a significant role not only to improve students' oral abilities but also to develop them along with all the other language skills.

One among the reasons that led to carrying out this study is to show to what extent original language materials such as books, magazines, CDs, audiotapes, posters, newspapers, radio records, etc are effective to promote EFL learners' outcomes. Thus, there is an attempt in this dissertation to encourage EFL teachers and students to integrate them in the classroom activities. Since the English language is universally used as a tool for communication, authentic materials enhance the students' communication achievements to speak the language confidently inside and outside the classroom.

Another point to be added is that authentic materials effect positively the way EFL teachers teach speaking skill in the sense that the materials to be used to plan the classroom activities should be authentic .This would have various benefits as learners of English feel comfortable with the materials they are exposed to. An example of speaking activity where authentic materials can be integrated is role-playing .Students can use their imagination to imitate native speakers speeches in order to enhance their speaking performance .It is regarded as a good way to make the classroom environment more vivid, enjoyable, and interesting. As a starting point to acquire any foreign language, the implementation of real language materials is highly needed.

To sum up, the integration of authentic materials in the teaching/ learning practices is considered as motivational strategies by which the learning process can be facilitated through exposing learners to real experiences that are brought from real life. Learning using real language resources can be seen as cross-cultural areas in which several issues can be tackled. It is necessary to mention that EFL teachers and learners are encouraged to have a better understanding of what authentic materials can provide.

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APPENDIXES

APPENDIXES

Appendix A

Teachers' Questionnaire Dear teacher,

You are kindly invited to participate in this modest research that deals with **Examining the Effects of Authentic Materials to Promoting Students' Speaking Proficiency. Case study:** first year students at the University of Msila. Your participation will be part of data collection to investigate the role of applying authentic materials to enhancing students' oral expression. Thank you in advance for your collaboration.

Defining Authentic Materials:

N.B: Tomlinson (1998) defines materials as anything which is used to help to teach language learner. Authentic materials can be a picture, a video, a poster, a radio record, a CD ROM, a book, a text written on the board. a newspaper, etc: anything that facilitate the language being learned.

1. Are you ?

Male Female

2. What is your academic degree?

A. degree Master B. Magister Doctorate

3. Do you use authentic materials in speaking sessions?

Yes No

4. How often do you use authentic materials ?

Frequently Often Some times Rarely Never

In case of saying "frequently", what is the attitudes of learners towards using authentic materials in teaching speaking ?justify.

.....

.....

.....

APPENDIXES

5. What do you think of implementing authentic materials in the classroom activities particularly in speaking ?

Very useful Useful Less useful Not useful

6. What types of authentic materials do you mostly use?

Visuals (pictures, maps, posters..) Audio materials (tips....) Audiovisual aids (videos, movies...)

7. Do you think that exposing EFL learners to real-life language resources would enhance their speaking proficiency?

Yes No

8. What do you think of authentic materials that are available on the net?

Very interesting Interesting Not interesting

9. How do you evaluate the use authentic resources in speaking courses?

Very good Good Bad Very bad

10. As a teacher of speaking, what kind of authentic materials do you think help you to achieve your objectives?

Books Videos CDs Recors Pictures

11. How do you generally select the appropriate authentic material for your students?

.....
.....
.....

12. What are the problems that you may face in planning speaking sessions using authentic materials?

.....
.....
.....

13. Are your students satisfied with the materials you use?

Yes No

14. Why you resort to real materials rather than incorporating other types of materials?

APPENDIXES

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.....
.....

15. Upon which criteria do you generally select authentic materials ?

According to lesson objectives.

According to your students' needs and interests .

According to other factors

Thank you for your collaboration

APPENDIXES

Appendix B

Students' Questionnaire.

Dear student,

Your participation is a part of data collection of a research that is entitled **Examining the Effects of Authentic Materials to Promoting Students' Speaking Proficiency**. Your contribution in this study offer a great help to determine the validity of the research hypothesis. Please, read carefully the questions and tick the appropriate box. Thank you so much in advance for your collaboration.

N.B: Tomlinson (1998) defines materials as anything which is used to help to teach language learner. Authentic materials can be a picture, a video, a poster, a radio record, a CD ROM, a book, a text written on the board. a newspaper, etc: anything that facilitate the language being learned.

1. Student's Gender :

Male Female

2. Do you enjoy speaking sessions?

Yes No

3. What are your major difficulties in speaking English in the classroom?

.....
.....

4. What kind of authentic material you enjoy more? Justify.

Books Videos CDs Records Pictures

Justification

.....
.....
.....
.....

5. How do you feel when a video or a record is occasionally supplemented to the lesson?

Why?

APPENDIXES

Satisfied Less satisfied Unsatisfied

6. When you learn with pictures, videos, internet devices, you feel:

Strongly motivated Motivated Less motivate Not motivated

7. Are you satisfied with the way your teacher teach you speaking?

Yes No

8. What type of activity do you prefer in speaking classes?

Dialogues Role-playings Free discussions

9. Doe s your teacher give you a chance to participate in speaking sessions?

Yes NO

10. Do you feel that your self-confidence is developed when your teacher uses authentic materials?

Yes NO

11. Do you participate in choosing the types of authentic materials in speaking sessions?

Yes NO

12. What is your opinion in implementing authentic materials?

Yes NO

Thank you for your collaboration

المخلص

يقال أن تطوير الكفاءة الشفهية لطلبة اللغة الانجليزية ليست بالأمر الهين, و بناءا عليه, اعتبر هذا موضوعا للدراسة في العديد من الأبحاث. الهدف من الدراسة الحالية هو التحقق من فعالية استعمال الوسائل اللغوية الأصلية في تطوير الكفاءة الشفهية لطلبة اللغة الانجليزية كلغة ثانية بجامعة محمد بوضياف بالمسيلة.تم التركيز في هذا البحثعلى الكفاءة الشفهية عبر اختيار فوج من طلبة السنة الأولى كعينة دراسة. و فيما يخص الفرضية التي سيتم إثباتها أو رفضها هي إذا تم توظيف الموارد اللغوية الأصلية في تطوير الكفاءة اللغوية لطلبة السنة الأولى سيكون لها أثر فعال. من أجل اختبار صحة الفرضية والإجابة عن الأسئلة المطروحة تم اختيار الاستبيان كأداة بحث. استبيان موجه للطلبة وآخر للأساتذة وقد تم تبني الطريقة الوصفية لأنها الأنسب. بعد تحليل كل من استبيان الطلبة و استبيان الأساتذة, تم ملاحظة مدى دعم الأساتذة لفكرةدمج الوسائل الأصلية لتطوير الكفاءة الشفهية للطلبة الذين بدورهم أبدوا رضا عن هذه الوسائل

Résumé

On dit que la maîtrise de la compétence orale d'une langue étrangère n'est pas facile à installer. Donc le thème du développement de la compétence langagière orale des apprenants de la langue anglaise telle qu'une langue étrangère était inscrit dans un grand nombre d'études. L'objectif de cette activité de recherche est d'examiner l'efficacité des matériels authentiques langagiers sur la progression de la maîtrise de la compétence langagière orale, plus particulièrement, la production orale chez les étudiants d'Anglais à l'Ecole Normale Supérieure des professeurs à Laghouat. L'échantillon choisi était un groupe de 3^{ème} année Anglais de l'Ecole Normale Supérieure de Laghouat. A propos de l'hypothèse, qu'on cherche à confirmer ou à infirmer, est qu'il sera propice si on fait recours à des éléments langagiers authentiques pour faire acquérir aux étudiants l'éloquence orale. Dans ce cadre, pour tester la validité de l'hypothèse suggérée et pour répondre aux questions posées dans ce mémoire on a précisé comme alternative un moyen d'analyse ; deux questionnaires : l'un est destiné aux enseignants , l'autre est pour les apprenants. Il semblait plus convenable d'adopter la méthode descriptive qui permet d'atteindre les objectifs visés de cette étude. Après l'analyse des deux questionnaires, les enseignants donnaient idée bien claire que l'intégration des matériels authentiques sera un point de plus qui participera, d'une manière ou d'une autre, au développement de la compétence langagière orale. De même, les réponses des apprenants ont reflétés une grande satisfaction.