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Teacher's Attitudes Towards the Use of Local vs Foreign Authentic Texts

The Case Study of First Year Secondary School Teachers of English in El Mghaier

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Dedication

I dedicate this modest work to

*To those who gave me life, who fill my heart with passion and hope...My
beloved parents.*

*To my greatest supporters... My siblings: Housseem, Islam, Amira, Ikram,
Samido. Thank you for being there for me*

To my lovely sisters-in-law Anissa and Kamir, thank you for your kindness

*To my sweet little nephews, who brought light into my life and filled it with joy:
Mourad, Djasser, Mouhamed, Kyomi and Nimou.*

*To my best friend, Amani, the one who walked beside me through five years,
your kindness, laughter, and care made my journey unforgettable*

*To my beloved cat, Spooky, whose quite presence brought me peace and
comfort*

*To my family, friends, and all those who believed in me, thank you for your
kindness, love and support.*

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Abstract

With the increasing emphasis on authenticity in the Competency-Based Approach (CBA) in Algerian education, this study investigates the attitudes of first-year secondary school teachers of English in El-Meghrer, Algeria, toward the use of local and foreign authentic texts. It aims to explore teachers' preferences, the challenges they face in selecting these materials, and how their choices reflect both pedagogical and cultural considerations. A qualitative descriptive research design was adopted. Data were collected through a semi-structured questionnaire administered to 20 secondary school teachers of English, followed by unstructured interviews with five of them. The instruments aimed to gather insights into the perceived advantages and limitations of using both local and foreign authentic texts in the classroom. Teachers generally expressed positive attitudes toward the use of authentic texts. While many acknowledged the linguistic richness and diversity found in foreign texts, they also emphasized the cultural relevance, familiarity, and accessibility of local texts. Key factors shaping their preferences included cultural familiarity, resource availability, institutional guidelines, and learner motivation. A recurring concern was the lack of materials that align with students' interests and levels. The findings highlight the importance of achieving a balanced integration of both local and foreign authentic texts in Algerian secondary school English instruction. To support this, it is recommended that policymakers develop guidelines that encourage this balance. Additionally, teacher training and the development of culturally responsive materials are necessary to enhance the effective use of authentic resources.

Key words: teachers' attitudes, authentic texts, EFL, local authentic texts, foreign authentic texts.

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General Introduction

Introduction

In English as a foreign language classes, authentic texts are essential. By exposing students to language use in everyday situations, these texts improve their linguistic proficiency and cultural awareness. The argument between local and foreign authentic texts has drawn more attention in EFL instruction in recent years. While foreign texts allow learners to engage with the language in its native contexts, local texts offer cultural familiarity and relevance.

This study aims to explore secondary school EFL teacher's attitudes towards both types of authentic texts in El Mghaier, Algeria and examine the factors influencing their preferences.

1.Statement of the Problem

The selection of teaching texts frequently determines how well a language is taught. The incorporation of appropriate authentic texts in Algerian EFL classes is still difficult because of the limited and diverse perspectives of teachers. The selection of these texts is primarily determined by policy makers; however, the attitudes of teachers play a crucial role and should be taken into account to ensure effective classroom implementation.

While foreign authentic texts are frequently praised for their capacity to expose learners to native language, their cultural and linguistic unfamiliarity can occasionally impede comprehension and engagement. Local authentic texts are related to student's' cultural identities but may not include the essential context for mastering English as foreign language.

The question of whether local or foreign authentic texts are more effective is still debatable, particularly in regions like El Mghaier, where teachers may have unique perspectives shaped by cultural, social, and institutional factors. This study aims to investigate these attitudes to inform better material selection and implementation strategies.

2. Significance of the Study

This study is significant for several reasons. First, it contributes to the research on authentic texts by focusing on teachers' attitudes. Second, it offers insights into how local and foreign authentic texts influence teaching practices in Algerian EFL classrooms. Finally, the findings can guide curriculum designers and policy makers in Algeria to make more informed decisions about incorporating local and foreign authentic texts into the curriculum.

3. Research Questions

The present study seeks to answer the following questions:

- What are the attitudes of first-year secondary school EFL teachers in EL-Mghaier towards local authentic texts?
- What are the attitudes of first-year secondary school EFL teachers in EL-Mghaier towards foreign authentic texts?
- What factors influence teacher's preferences for local or foreign texts?

4. Research Hypotheses

- First-year EFL secondary school teachers in EL Mghaier seem to hold positive attitudes toward local authentic texts.
- First-year EFL secondary school teachers in EL Mghaier appear to value foreign authentic texts.
- Teachers' preferences seem to be influenced by factors such as cultural familiarity, institutional guidelines and resource availability.

5. Research Methodology

This research adopts a qualitative approach to explore the attitudes of secondary school EFL teachers in El Mghaier.

Data Gathering Instruments

For data gathering the study used a Semi-structured questionnaire for including both close-ended and open-ended questions to ensure a balance between measurable data and detailed explanation. In addition, an unstructured interview to gather qualitative insights into the reasons behind teachers' preferences. In addition to gaining a deeper understanding of the attitudes and beliefs of teachers, the study intends to gain more information about factors influencing their choices.

Data from both tools will be compared and combined to ensure the validity and reliability of the findings.

6. Structure of the Study

The present work is divided into three main chapters. Chapter one and two include the theoretical part while the third chapter presents the fieldwork. The first and second chapters provides a theoretical overview of the variables, namely local vs foreign authentic texts and teachers' attitudes towards teaching them. The first one deals with the different definitions of authentic texts with a particular emphasis on local and foreign ones, their types, characteristics and their importance in teaching the English language. The second provides an overall picture of the EFL teachers' attitudes towards teaching those texts. It defines the term "attitude", its components, types, and theories. Followed by attitudes formation, the importance of teachers' attitudes in language teaching. Finally, we dealt with the main factors affecting teachers' choices. The third chapter presents the fieldwork of the study. It is divided into two sections. The first one is devoted to the description of the chosen design, method, population and sample, and the procedures used to collect data. The second section deals with data analysis and discussion. It provides the limitations of the study, in addition to a number of pedagogical implications and recommendations. Finally, a general conclusion is drawn to conclude the research work.

7.Literature Review

More recent research records EFL teachers' attitudes toward the use of authentic materials, namely the balance of local and foreign content.

Soltani and Brakni (2024) in Algeria noted that teachers and students at Blida 2 University had positive attitudes toward authentic materials based on their potential to bridge the gap between classroom learning and real-life communication in the real world.

Similarly, Belaid and Murray (2015) reported that Libyan university instructors are in favor of authentic materials because of their success in language proficiency and student motivation. Focusing on secondary education, Köroğlu (2022) reported that Turkish high-school English language teachers were in favor of authentic materials over official textbooks, citing the communicative and engaging nature of the former.

In Kazakhstan, a study by Kaltsum et al. (2022) demonstrated that the use of local materials in EFL instruction significantly increased student motivation and cultural awareness, suggesting that local content can make language learning more relevant and effective.

Moreover, Benhamlaoui and Belouahem (2021) emphasized the role of authentic materials in developing students' cultural awareness in Algerian EFL classrooms through the use of materials representing both local and target cultures. Collectively, these studies confirm the role of authentic materials in EFL learning, identifying a growing tendency among teachers for materials that address the students' cultural backgrounds while exposing them to the linguistic diversity of English-speaking countries.

Chapter One:
Local vs Foreign Authentic Texts

Introduction

This chapter includes the definition of authentic texts, along with types of authenticity. In addition to their characteristics, types, and role in EFL teaching. It also examines the advantages and disadvantages of local and foreign authentic texts, along with their influences on material selection. Being aware of this could be important in creating an ideal learning environment that balances linguistic, cultural, and pedagogical considerations.

1.1. Definitions

The definition of authentic text varies among researchers according to their nature and use. Researchers generally define an authentic text as a text originally created to fulfill a social purpose in the language community for which it was intended (e.g., Grellet, 1981; Lee, 1995). According to this definition, novels, poems, newspapers and magazine articles, handbooks and manuals, recipes, postcards, telegrams, advertisements, travel brochures, tickets, timetables, and telephone directories are considered authentic texts.

Nunan (1989, as cited in Marley & Tomlinson, 2017), defines authentic texts as "any material which has not been produced for the purpose of language teaching" (p.140). They could be extracted from newspapers, magazines.... etc. In addition, the primary use of language outside the classroom is communication. Willis (1996) stated that authentic texts are those that help learners communicate in the language rather than just practice.

Richard (2001) defines them as texts that reflect real-life situations in which language is used. The term authentic has been used as a reaction against the prefabricated patterns of the textbooks while authentic texts were the non-pedagogical texts used to help learners improve not only their communicative but also their cultural competences (Little and Singleton, 1988).

Overall, Authentic texts reflect the natural language use and are not modified to serve an educational purpose. They help developing the communicative competence of language learners.

1.2. Types of Authenticity in Language Teaching

The concept of authenticity has moved beyond the employment of native-speaker-created materials.

Scholars such as Breen (1985), Widdowson (1990), and Mishan (2005) have characterized different aspects of authenticity which provide a more thorough and holistic indication of what an "authentic" language learning Environment could be.

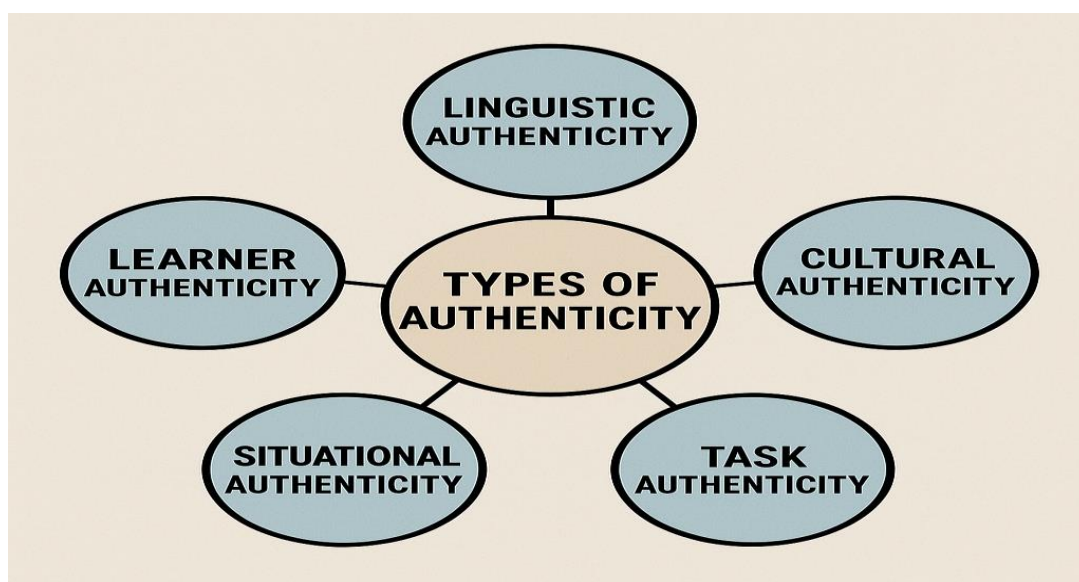


Figure 01: types of authenticity

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1.2.1. Linguistic Authenticity

This implies that the language within a text is representative of the way native or highly skilled speakers of the language speak when communicating (Mishan, 2005). It identifies the naturalness of syntax, vocabulary, and organization of discourse. Texts in their original form, not being adapted or simplified for students, are normally considered textually authentic.

In EFL situations, however, authenticity may at times be lost when the texts are written by non-native speakers or altered in some way.

1.2.2. Situational Authenticity

Situational authenticity concerns the original situation and intent for which the material was produced (Breen, 1985). A text is situationally authentic if it was not produced for the classroom but for genuine communicative purposes, i.e., to inform, to persuade, or entertain an audience. Algerian English newspapers, for example, aim to inform people on the locality's and world's news and thus fulfill this criterion, though the English used is at times not native-like.

1.2.3. Cultural Authenticity

Cultural authenticity is about the degree to which a text represents the values, beliefs, customs, and real practices of a particular culture (Kramsch, 1993). Such a text is crucial for creating intercultural sensitivity and consciousness among learners of languages. Algerian newspapers usually publish content that is culturally founded, including national news, problems in society, and opinions that particularly are Algerian. These types of texts are a great material for linking language learning and learners' daily lives.

1.2.4. Learner Authenticity

As understood by Van Lier (1996), learner authenticity occurs when the learner makes the content personally interesting, relevant and meaningful, not only for them but for their own purposes and needs. Regardless of whether it has textual authenticity or not, the text might remain pedagogically effective as long as students interpret it as something worthwhile, or think it is helpful for what they personally need to learn. When English is taught through local content, students could approach familiar context and topics.

1.2.5. Task Authenticity

Bachman and Palmer (1996), claimed that task authenticity refers to how much classroom tasks are similar to real tasks beyond the classroom. A genuine task may be reading a news item to inform, form an opinion, or take part in debate.

In brief, authenticity in language teaching is rich and contextual. Keeping these various perspectives on authenticity in mind when assessing materials allows teachers to look beyond technical definitions. For Algerian EFL, where availability of materials produced by native speakers is restricted, these texts offer a locally accessible and appropriate choice that supports learning languages as well as critical thinking.

1.3. Characteristics of Authentic Texts

It is important to identify the particular characteristics of authentic texts, as they vary from other kinds of classroom materials. These descriptors demonstrate authenticity, but also enable these texts to be used effectively in language-learning contexts. Knowing these features provides important context around their pedagogical significance and it allows teachers to make informed decisions about using these kinds of materials in their practice. Such characteristics include:

1.3.1 Real Life Language Use

They use natural language structures, idiomatic expressions and authentic discourse that native speakers use in real context. They also include informal phrases and slang that help learners gain deeper understanding of how language functions go beyond the classroom.

1.3.2. Cultural Embeddedness

These types of texts are laden with cultural references, thus serving as windows into the societal norms and values of the community.

1.3.3. Communicative Intent

They serve real communicative purposes like informing, persuading, or entertaining learners, and this involves students in meaningful language use (Kilickaya, 2004). The learner could be able to enhance both linguistic competence and cultural awareness.

1.4. Types of Authentic Texts

Authentic texts in EFL instruction can be categorized into two major forms: print and electronic media, which present learners with real language in context.

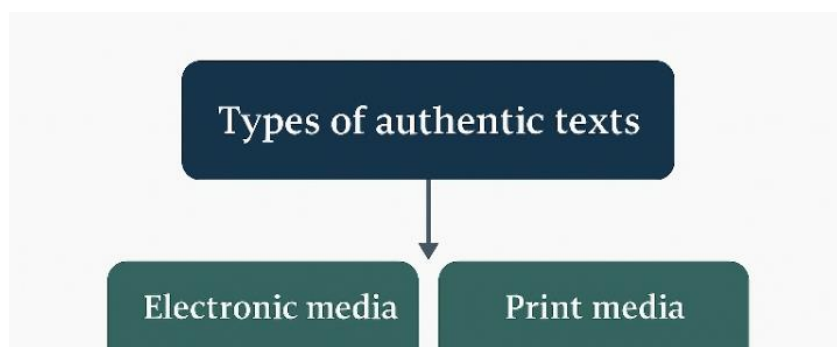


Figure 02: types of authentic texts

AI generated

1.4.1. Print Media

The print media includes written texts that are delivered in physical or material form and are readily available in learning settings as well as in actual situations such as: Newspapers and Magazines. These expose students to different writing styles, from formal news reports to opinion pieces (for example The New York Times, and Algerian English-language newspapers like The Algiers Herald present culturally suitable content). Additionally, Brochures or Pamphlets; usually they are for advertisement or information purposes, helping the learners use

the English language in a real context (for example in the areas of tourism brochures from the Algerian Ministry of Tourism). In the same vein Literary creations; short stories, novels, and poetry become a source for authentic texts (example the Algerian English-language literature, for example, *The Bridges of Constantine* by Ahlem Mosteghanemi (translated into English), opens a wide door for cultural awareness). (Berardo, 2006).

1.4.2. Electronic Media

In the domain of communicative teaching, one of the open views of authentic texts lies through the use of online texts like: Websites and Online Articles; educational and news websites, such as BBC Learning English, provide students with authentic real-world English exposure (Kilickaya, 2004). Social Media Posts and Blogs; through platforms such as Twitter, Facebook, and personal blogs, allow students to interact with informal English, slang, and online discourse (Mishan, 2005). Online Forums and Discussion Boards: sites like Reddit, Quora, or EFL forums furnish real discussions among native and non-native speakers, yielding interaction and comprehension (Gilmore, 2007).

Hence, the use of such printed and electronic authentic texts helps the teacher introduce both formal and informal registers in an accessible and culturally pertinent manner.

1.5. Advantages of Using Authentic Texts in EFL Classrooms

Authentic texts offer exposure to Real-World Language; when authentic texts are incorporated into EFL classrooms, they give students access to natural language structures, idiomatic expressions, and discourse patterns, which helps close the gap between classroom instruction and real-world communication (Gilmore, 2007).

Moreover, Raising Motivation and Engagement Levels; according to Peacock (1997), authentic text captures the student's interest consistently more than textbook materials due to their relevance to the actual world and a student's individual interests. The increased motivation

gives way towards improved language retention and general engagement. Furthermore, authentic texts raise the awareness of Culture and its importance.

According to Mishan (2005), learners are introduced to the cultural practices and values of English-speaking societies through the use of authentic texts. In Algeria, the use of locally produced English foreign language materials together with foreign texts assists learners to achieve the linguistic cultural identity integrative goals.

Berardo (2006) claims that " the wide variety of deferent types of texts means that it is easier to find something that will interest the learner and may even encourage further reading or reading for pleasure"(p.06). Authentic texts also improve skills of reading and understanding; texts students can acquire advanced reading skills, such as recognizing the main ideas of a text, drawing conclusions, and contextualized use of new words.

According to this, The integration of different authentic texts in English as Foreign Language classes can improves the language skills of the learners as well as their motivation to learn because of increased contextual relevance.

1.7. Challenges in Using Authentic Texts

Despite the fact that authentic texts are full of benefits, their use in EFL classrooms sometimes comes with some challenges that need to be addressed. Some of these challenges include:

1.7.1. Linguistic Difficulty

Authentic texts can contain idioms, colloquial expressions, and complicated sentence structures that might be too demanding for the EFL learners, especially at the lower levels of proficiency (Gilmore, 2007). This might cause frustration and reduced comprehension.

1.7.2. Time-Consuming Preparation for Teachers

Unlike textbooks, which teachers use for incremental learning, authentic texts require instructors to select carefully, adapt, and scaffold materials to meet students' proficiency levels and learning objectives (Berardo, 2006).

In spite of these shortcomings, the choice of texts content and incremental introduction to authentic ones can easily overcome those shortcomings and optimize their effectiveness in EFL learning.

1.8. Local and Foreign Authentic Texts in EFL Teaching

Authentic texts have been considered as valuable materials teaching English as a foreign language classes. Offering students opportunities of textbook English. Such materials, either have a local or foreign content can facilitate language acquisition. The local context offers familiarity and closeness. Whereas the foreign content provides greater access to the target language used by native speakers. It is crucial to understand the various roles of these two material categories making decisions about their applications in language learning.

1.8.1. Foreign Authentic Texts: Advantages and Limitations

Foreign authentic texts are those produced for native speakers. They include American and British novels, as well as those found on websites in native English-speaking countries. They directly introduce the students to native-like discourse, grammatical structures, and idioms (Guariento & Morley, 2001). However, EFL students might face certain barriers to comprehension as these texts are imbued in cultural references, humor, and historical contexts which they might not be familiar with.

1.8.2. Local Authentic Texts: Advantages and Limitations

Locally created texts such as Algerian English-language newspapers, blogs, and translated works by Algerian authors provide students with material that is contextually relevant and more readily available. Such texts would allow students to see English as a tool to convey their own identity rather than just a foreign language that needs to be mastered (Hezil,2024). However, the relatively low status of English in Algeria may also mean that the availability of quality local-level authentic texts is limited.

1.9. Factors Influencing Teachers' Preferences for Local and Foreign Authentic texts

Teachers' choices between both types of authentic texts are subject to several of pedagogical, cultural, and institutional factors. A comprehension of these factors can provide an explanation for material selection in EFL classrooms.

1.9.1. Language Proficiency and Exposure

Instructors may favor foreign authentic texts since they expose learners to native English structures, lexis, and discourse conventions (Tomlinson, 2012). Others may favor local texts so that learners can be exposed to material that is linguistically and culturally close to them (Hezil,2024).

1.9.2. Cultural Relevance and Learner Engagement

Materials that reflect students' cultural realities can help increase motivation and comprehension. Instructors who privilege engagement may opt for local authentic texts, while those who privilege global competence may use foreign texts (McKay, 2003).

1.9.3. Curriculum and Institutional Guidelines

Curriculum requirements and educational policies have a powerful impact on material selection. English is a foreign language in Algeria, and because of the reliance by the majority of teachers on prescribed textbooks, there is limited potential for the utilization of diverse genuine materials (Benmoussa, 2003).

1.9.4. Availability and Accessibility of Resources

International authentic materials, such as foreign news reports and literature, are easily found on the internet. English-language local materials can be less accessible, hence harder to integrate into EFL instruction (Kirkpatrick, 2007).

To sum up, Teachers' decisions are likely to be a compromise among linguistic teaching, cultural relevance, and practical considerations in their instructional context.

Conclusion

This chapter has introduced the concept of authentic texts and types of authenticity. It also highlighted the advantages and drawbacks of local and foreign ones, paying attention to their importance and implications on language exposure, cultural authenticity, and student motivation. Furthermore, it has included the influences on teachers' selection of materials such as language ability, curriculum requirements, and resources availability. Taking teachers' attitudes towards authentic texts into consideration in the process of material selection may enable policy makers to make more educated choices regarding material, making sure that EFL teaching better meets both pedagogical requirements and classroom conditions.

Chapter Two:

Teachers' Attitudes

Introduction

This chapter explores the concept of attitudes. It begins with the definition of attitudes according to different researchers, followed by its types and components. Furthermore, the chapter explores major theories and characteristics of attitudes. Along with their formation and the relationship between attitudes and teaching. Finally, the role of attitudes in shaping teaching practices in addition to the role of teachers attitudes in material selection is discussed at the end.

2.1. Definitions of Attitudes

To fully grasp the role of attitudes in language teaching and learning, understanding how different scholars define this concept is important. The following definitions states the core elements of attitudes as discussed in different academic works.

Pickens (2005) suggests that a simple definition of attitude is “the tendency to act in a specific manner due to both a person’s experience and temperament”; the experience may affect how a person behaves in certain situation, while the temperament refers to the personality and character (calm, aggressive....) (p.44). According to Allport (1935), attitude is "a mental and neural state of readiness, organized through experience, exerting a directive and dynamic influence upon the individual’s response to all objects and situations with which it is related" (p. 810).

Eagly and Chaiken (1993) assert that Allport’s definition became too large and unclear. According to them, attitude refers to “a psychological tendency that is expressed by evaluating a particular entity with some degree of favor or disfavor” (p.1).

Kartz (1960) defines attitude as an individual's ability to assess a symbol, item, or element of his environment in a positive or a negative way. According to Mostyn (1978), “the term attitude comes from the Latin word “aptitude” and it is defined as “a subjective or mental state in preparation for action” (p. 77).

Overall, attitudes refer to an individual's psychological tendency, containing a perspective or state of mind shaped by experience and influence how they act or react toward a specific object, person or situation.

2.2. Types of Attitudes

Moreover, FitzMaurice (2011), mentioned that there are three types of attitudes, “there are hundreds or more types of attitudes, but they can be classified as being mainly positive, neutral or negative” (p. 97).

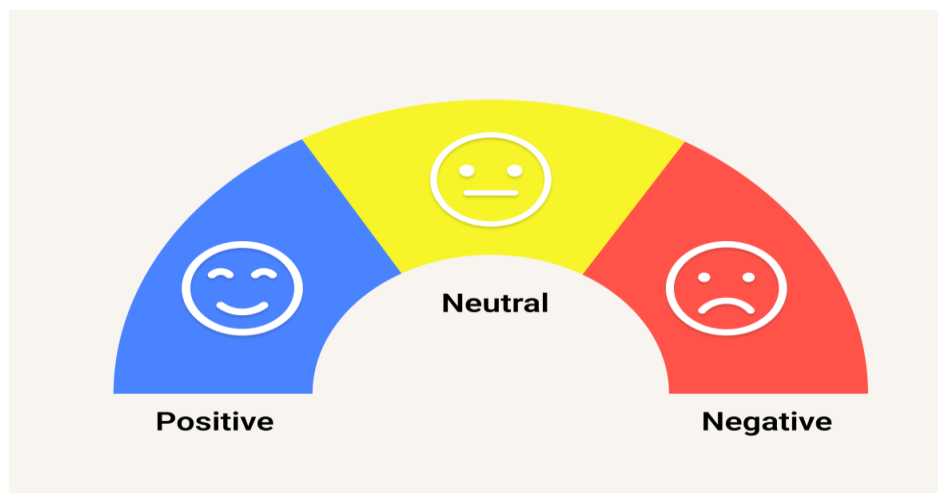


Figure 03: types of attitudes

Sentiment analysis use case illustration. Reproduced from Isahit (n.d.), <https://www.isahit.com/use-cases/sentiment-analysis>

2.2.1. Positive Attitudes

This is the state in which an individual has positive thinking. It is what makes people optimistic and confident. A positive attitude usually drives individuals to accomplish their goals and process difficult situations.

2.2.2. Neutral Attitudes

When people have neither a positive nor a negative attitude, they are likely to be neutral. They are not passionately in favor or against a subject. This can be a result of ignorance, disinterest or to maintain objectivity.

2.2.3. Negative Attitudes

A negative attitude means negative thinking. It is what makes individuals give up and fail to achieve their goals and dreams and have unpleasant relationships with others. Generally, people with negative attitudes can be pessimistic, frustrated and doubtful.

The type of attitude in the classroom can direct the flow of the teaching process. For example, if the teacher has positive attitude toward a certain type of texts, the lesson would be smoother and more enjoyable. The teacher will be creative and motivated in utilizing that text, leading to a motivating classroom atmosphere. However, if the teacher has a negative attitude, this may affect the teaching process differently, as well as de-motivating the students.

2.3. Components of Attitudes

Weiten (2012) mentioned that psychologists viewed attitudes as being made up of three components: the cognitive, the behavioral and the affective component:

2.3.1. The Cognitive Component

The cognitive component of an attitude refers to the beliefs, thoughts and knowledge that people have about an object, it also includes personal opinions and ideas.

2.3.2. The Behavioral Component

The behavioral component refers to how an individual acts or reacts toward an object. It includes predispositions to behave in a way that is influenced by his thoughts.

2.3.3. The Affective Component

Weiten (2012) stated that the affective component of an attitude refers to the emotional reactions, according to him this component “consists of the emotional feelings stimulated by an object of thought” (p.531).

2.4. Theories of Attitudes

Theories of attitudes refer to the understanding of the various imperical and theoretical aspects of attitudes. Such theories include:

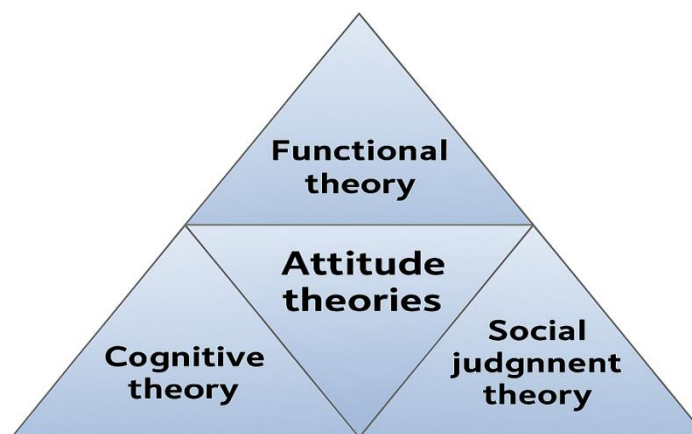


Figure04: theories of attitudes

Adopted from theories of attitudes Research Gate,nd.,

https://www.researchgate.net/figure/Theories-of-attitude_fig33_323695129.

2.4.1. The Cognitive Theory

The cognitive theory gives importance to the mental process in forming attitudes. One of the strongest models is Fishbein and Ajzen's (1975) Expectancy-Value Theory. According to them, attitudes emerge based on what individuals think about an object. For example, foreign

authentic materials can be the choice of instructors if they believe that these texts enhance language skills, while culture relevance is desirable for instructors opting for local texts.

Festinger's (1957, as cited in Miller et al,2015) Cognitive Dissonance Theory is another prominent cognitive model suggesting that individuals experience discomfort whenever their attitude and behavior clash. For instance, a teacher who believes that local stories generate interest but teaches primarily foreign texts due to curriculum constraints can feel cognitive dissonance, which will make them either change their attitude or justify their instructional choices. Similarly, Fiske & Taylor' (1991) Schema Theory explains how teachers' past experience and mental frameworks (schemas) influence their attitudes.

2.4.2. The Functional Theory

The Functional theory pay attention to why attitudes are utilized by individuals. Katz's (1960) Functional Theory describes four basic functions: knowledge, utilitarian, ego-defensive, and value-expressive. The knowledge function allows individuals to make sense of the world for, leading them to favor an subject or a situation. The utilitarian function means that attitudes arise from positive or negative reinforcement. The ego-defensive function protects self-esteem and can result neglecting. Finally, the value-expressive function affirms individual beliefs, so teachers who have a belief in cultural preservation will use local texts in teaching.

2.4.3. The Social Judgment Theory

The Social Judgment Theory, developed by Sherif and Hovland (1961), discusses the way individuals see and evaluate attitude-relevant messages based on what they already believe. The theory offers three prominent concepts: latitude of acceptance, latitude of rejection, and latitude of no commitment. When teachers are exposed to new instructional materials, they evaluate them with respect to these latitudes. If a teacher has a strong preference for foreign materials, local texts could be within their latitude of rejection and therefore not amenable to change.

Conversely, if a teacher is open to new ideas, local narratives could be within their latitude of acceptance or no commitment and therefore amenable to flexibility in material selection.

2.5. Characteristics of Attitudes

Attitudes have several important characteristics. Pranit (2010, p.64) stated some of them:

- Attitudes formulate from our personal experiences in life. They can be developed through direct experience (participation) and indirect experience (observation).
- Attitudes are not stable. They do change and are consistent with the behavior they reflect.
- Attitudes relate to an object. This latter can be a product or an action.
- Attitudes take place in a situation and can be influenced by it.
- Attitudes reflect a direction. They express one's evaluation of an object, a person or a situation.

2.6. Attitude Formation

Attitude formation is a psychological process through which people develop evaluative orientations toward objects, individuals, or concepts. Attitudes may be ambivalent, positive, or negative and are developed as a result of numerous internal and external forces. According to Crano (2015), attitudes are usually a product of direct experience, social influence, and learning processes. They are not necessarily permanent and can shift throughout life through exposure to the world, people, and powerful communications. The persistence and strength of an attitude might also depend upon how it came into existence whether emotionally, cognitively, or behaviorally.

2.6.1. Direct Experience

Attitudes formed through direct personal experience tend to be stable and less likely to shift. This method of formation is most commonly explained through different forms of learning:

2.6.1.1. Classical Conditioning

Pairing a neutral stimulus with a positive or negative one to have the neutral stimulus produce similar responses over a period of time. For instance, an individual who often finds herself happy listening to a certain song will find herself having a positive disposition toward that song (Petty & Cacioppo, 1986).

2.6.1.2. Operant Conditioning

Attitudes are developed through reinforcement and punishment. The expression of a given opinion is repeatedly reinforced (e.g., getting social approval), and individuals will tend to hold and maintain that attitude (Fishbein & Ajzen, 2010).

2.6.1.3. Vicarious Learning (Observational Learning)

Individuals also form attitudes by learning from others' experiences, especially when the consequences observed are emotionally significant. The process is particularly important when individuals model the attitudes and behavior of those whom they trust or respect (Bandura, 1977).

2.6.2. Social Learning

Social learning encompasses the processes by which individuals acquire attitudes through interaction with their environment and the people in it. Such forces include:

- **Family:** Parents and close family members are immediate attitude-influencing agents in the early years. Children are likely to adopt attitudes exemplified or explicitly taught by their parents, especially in matters such as religion, politics, or education.
- **Peers:** As people mature, peer groups become an effective source of social influence. Group norms and experiences can heavily influence attitudes, particularly in adolescence.
- **Media:** Exposure to media content (television, news, social media, etc.) can overtly or covertly influence attitudes by offering information in a persuasive format or reinforcing stereotypes.
- **Cultural and Societal Norms:** Social expectations and cultural values, generally determine the limits of acceptable behaviors and attitudes and encourage conformity while framing personal beliefs to satisfy the current norms (Crano, 2015).

2.7. Attitudes in Language Teaching

Teachers' attitudes play a crucial role in language teaching. They can influence classroom interaction and students' motivation.

2.7.1. The Importance of Teachers Attitudes in TFL

Teachers bring very different beliefs and assumptions about what makes an effective teaching. In the process of English language teaching, teachers are expected to come to the classroom based on their views on their student, curriculum, school administration and society. Thus, these views can shape their attitudes. Furthermore, teachers attitudes are very important, they may affect the teaching process in many ways; negatively or positively (Al Darwish, 2017). In this case teachers attitudes can affect their preferences on what teaching materials to be used, particularly authentic texts.

Additionally, teachers' attitudes and behavior have great influence on learners attitudes. Dörnyei (2001), concluded that "everything is done by the teacher can motivate the students" (p-

32). According to him, teachers attitudes and behavior inside the classroom determines the attitudes of students toward a subject. Students often adopt their teachers view on a subject, positively or negatively. For example, a positive teacher attitude increases students motivation and participation, as well as their perspectives on the type of material used.

2.7.2. Teachers Attitudes and Material Selection

Teaching materials refers to the aids and tools used in the classroom to facilitate and enhance learning. There are different types of teaching materials such as authentic texts. In the process of selecting the type and content of these texts, teachers attitude should be involved. According to Arvind (2015) "teachers can remove many of the obstacles for effective teaching and learning process"(p.229). Nevertheless, teachers are the ones who are directly engaged in the classroom, and have contact with their students. They are the best to identify the students needs and wants, in addition to which type of texts to be used to motivate learner and achieve effective teaching-learning process.

Conclusion

As a conclusion, the chapter showed how teachers attitudes are essential for effective learning. it discussed the concept of attitudes and its role. Characteristics, types and components were explored in addition to deferent theories. This can help in the understanding of attitudes and its relationship with language teaching.

Chapter three:

Field work

Introduction

This chapter introduces the practical part of this study. It is divided into two sections. The first one is about the review of the methodology, describing the research design and data collection procedures used to answer the research question: What are first-year EFL secondary school teachers' attitudes toward using local vs foreign authentic texts. The latter were administered to first-year secondary school teachers of English. The second section of the chapter includes data analysis, results and discussion. In addition, some pedagogical recommendations and limitations of the study are provided.

3.1. Section One: Review of the Present Dissertation Methodology

Methodology is one of the elements of a research. Kumar (2014) states that research methodology is the justification for using particular research method. It helps to get on the right track to achieve the research goals and to answer the research questions by using the right data collection and analysis methodologies that follow the research design. It also helps to improve the transparency and reproducibility of the process in order to enhance the credibility of the research.

3.1.1. Research Design

The present study is mainly descriptive, which is appropriate for the purpose of the study to determine the attitudes of secondary school teachers toward local and foreign authentic texts.

3.1.2. Research Method

To conduct this research, we have adopted a qualitative approach. Dorney (2007) defines it as a research approach that seeks to understand phenomena. It provides rich and detailed

descriptions. Adopting such an approach permits us to obtain as much information as possible about the phenomenon in question.

3.1.3. Research Setting

The study was conducted in seven secondary schools in El-Mghaier. Five of them are situated in El-Mghaier city namely: Essaim Mohammed Bashir, Habba Abd Elmadjeed, Abeed Merroush Technicum, Shohra Mohammed, Zoubir Lakhdar. The other two schools are located in its suburbs. They are Berri Mouhammed Sgheer and Kadri Lemnoar. The study took place from April 06 to 23, during the academic year 2024/2025.

3.1.4. Population and Sampling

The population of the study is first-year EFL secondary school teachers. The sample was carried out with a total of 15 teachers. The participants are different in gender, age, and years of teaching experience.

In line with the methodology; choosing the appropriate data collection tools is important to establish the reliability of the findings. The present study employed a questionnaire and an interview to collect data.

3.1.5. The Questionnaire

The questionnaire is a common tool for collecting information. According to Kumar (2014), the questionnaire is a list of questions that serves a study. He mentioned that the questions should be clear and easy so that the respondents read and interpret them correctly. The questionnaire can be classified into three types based on structure. Unstructured questionnaires contain a list of open-ended questions for gathering qualitative data. Structured questionnaires contain close-ended questions that help in gaining quantitative data. Besides, another type is the semi-structured questionnaires; it includes both open and close ended questions. Moreover,

Patten (2016) explained the importance of using a questionnaire in research. She further outlines several advantages such as maintaining privacy, since the identity of the respondents is anonymous, and reaching a large number of participants.

In this study we opted for the questionnaire because it helps to reach a large number of teachers, and to give them time and space to answer at their own pace. The questionnaire was provided with a separate piece of paper containing a clarification note. The purpose of the latter is to help participants better understand the purpose of the study so that they answer properly.

3.1.6. The Interview

The interview is a qualitative data collection tool. Burns (1997, as cited in Kumar, 2014) defines the interview as a verbal interaction, usually face-to-face in which the interviewer asks and clarifies questions to one participant or more. Similar to the questionnaire, the interview can be unstructured, semi-structured or structured. It is important to note that the interview gives the researcher freedom to select the wording of the questions according to the respondents. Additionally, it offers flexibility in choosing the appropriate time and place for the person or group being interviewed (Kumar, 2014).

In this study we opted for the interview because it includes more open-ended questions that provide rich data input. Also, it gives an opportunity to get closer to teachers, allowing for in-depth discussions related to their experience. They enable researchers to observe body language which can give insights into the teachers' attitudes.

3.2. Section Two: Data Analysis and Discussion

3.2.1. Analysis of the Teachers' Questionnaire

3.2.1.1. Description of the Questionnaire

The designed questionnaire is composed of 12 items divided into two sections. The first section contains five items related to the personal information including gender, age, level of instruction, teaching experience, level(s) currently taught as will be shown in the tables below. These questions will help identify if attitudes are affected by factors such as age and experience. The second section is about eliciting teachers' attitudes about using local or foreign authentic texts. It contains four items about the importance and degree of using authentic and teachers' preferences for both types of authentic texts. In addition, three items are about advantages, challenges of these texts and how to better integrate them in the curriculum.

The questionnaire was handed to 20 secondary school teachers of English at El-Mghaier, but only 15 were answered.

Section One: Personal Information

Item 01: What is your gender?

Gender	Frequency	percentages
Male	03	20%
Female	12	80%
Total	15	100%

Table 01: Teachers' gender

The table above shows that the majority of participants are females. This may refer to the fact that teaching EFL is often female dominant.

Item 02: What is your age?

Age	Frequency	Percentage
23-28 years old	03	20%
29-34 years old	05	33,3%
35-40 years old	04	26,7%
More than 40 years old	03	20%

Table 0 2: Teachers' age

The table indicates a balance of early-career and experienced teachers. The majority are 29-34 years old. The presence of young teachers (23- 28 years old) and senior teachers (more than 40 years old) provides divers perspectives in data. This may allow for richer insights into how age and experience shape the attitudes of teachers.

Item 03: What is your present degree?

Present degree	Frequency	Percentage
Licence degree	03	20%
Master's degree	12	80%
Magister degree	00	0%

Table03: Teachers degree

The table above shows that the majority of teachers hold Masters' degree, this is likely because it is the degree required to be a teacher at high school. The absence of Magister degree is a result of changes in the Algerian higher education system (LMD).

Item 04: How long have you been teaching English in the secondary school?

Years of experience	Frequency	percentage
No previous experience	00	0%
01-03 years	04	26,7%
04-07 years	03	20%
08-11 years	03	20%
More than 12 years	05	33,3%

Table 03:Teaching experience

The table shows a balanced range of experience. The majority of teachers have more than 12 years of teaching experience. This can give the study strong input from experienced teachers. It also includes new teacher's opinions. This may indicate the importance of experience in shaping the attitudes of teachers towards each type of texts.

Item 05: What are the levels you are currently teaching?

Levels	Frequency	Percentage
First year + Second Year	05	33.33%
First year + Third year	07	46.67%
First year+ Second year+ Third year	03	20%

Table 0 4: Teaching levels

The table above shows that the majority of teachers teach both first year and second year. These teachers may have a large number of students that have different levels of language proficiency. Some of the teachers teach both first and second year. While the rest teach the three levels together. This reflects a range of divers teaching experiences.

Section Two: Attitudes Towards Local and Foreign Authentic Texts

Item 06: How important do you think it is to use authentic texts in the classroom?

Options	Frequency	Percentage
Not important	00	0%
Important	09	60%
Very important	06	40%

Table 0 5: The importance of using authentic texts

The table above shows that all teachers agreed on the importance of using authentic texts, with the majority rating it as important and the rest as very important. That is to say that all teachers have positive attitudes towards authentic texts.

Item 07: In the use of authentic text do you consider yourself to be a?

Options	Frequency	Percentages
Non-user	00	0%
Novice	01	6,7%
Intermediate	09	60%
Old hand	05	33,3%

Table 0 6: Teachers self perception of use

According to the table above, the vast majority of teachers view themselves either intermediate or old in using authentic texts. This may indicate familiarity and comfort in using such type due to competency-based approach (CBA) adopted in Algerian secondary schools. The table also shows the absence of non-users which indicates that authentic texts are not only familiar but also necessary.

Item 08: How often do you use authentic texts?

Options	Frequency	Percentage
Never	00	0%
Rarely	01	6,7%
Sometimes	04	26,7%
Often	07	46,7%
Always	03	20%

Table 0 7 : Frequency of using authentic texts

The results show that authentic texts are widely used, with a large number of teachers stating they use them often or always, which may be related to most of them having long teaching experience.

Item 09: What factors make you prefer local or foreign texts?(multiple selection allowed)

Options	Frequency	Percentages
Cultural familiarity	08	66,7%
Resource availability	10	53,3%
Institutional guidelines	03	20%
Other factors	03	20%

Table 0 8: Factors influencing teachers' preferences

The table indicates that the most influential factor is resource availability, suggesting that access to authentic texts shapes their choices. This may point challenges in obtaining a balanced variety of local and foreign authentic texts. Cultural familiarity is also chosen multiple times, to provide student comfort and understanding of the content.

Item 10: What advantages do local authentic texts have over foreign texts for your learners(or vici versa)?

Theme	Representative Responses	Frequency
Preference for local texts	<ul style="list-style-type: none"> - Familiarity and reliability - Easier for learners to connect and engage - Cultural relevance and comprehension 	07
Preference for foreign texts	<ul style="list-style-type: none"> - Exposure to real English - Learning about foreign cultures - Motivation and vocabulary building 	05
Preference for both	<ul style="list-style-type: none"> - Local texts engage and relate - Foreign texts enrich language exposure - Balance enhances cultural and linguistic competence 	03

Table 9: Advantages of local and foreign authentic texts

Many teachers of more than eight years of experience preferred text of local familiarity and cultural representation. This align with Soltani and Brakni (2024), who reported that both teachers and students showed appreciation for local content. . Others, however, recognized that foreign texts contribute to the enrichment of the language and culture, and that a middle-ground "combined approach" would be more appropriate. These views align with Kaltsum et al.(2022), who noted that combining local and foreign content improved motivation.

Item 11: What challenges have you faced when using local or foreign authentic texts?

Theme	Representative responses	Frequency
Challenges of using local authentic texts	<ul style="list-style-type: none"> - Lack of authenticity - Oversimplified content - Limited global perspective - Rare availability 	03
Challenges of using foreign authentic texts	<ul style="list-style-type: none"> - Complex vocabulary and idioms - Cultural distance - Inappropriate content for local context 	09
Challenges of using both	<ul style="list-style-type: none"> - Time-consuming selection - Misalignment with curriculum - Loss of classroom control or engagement. 	05

Table :10 Challenges of using local and foreign authentic texts

As reflected in the table (in the results section for question 11) teachers find foreign texts difficult for the students to understand because of the language and cultural barriers. Gilmore (2007), also argued that foreign content may overwhelm students of lower levels because of advanced language use. Texts from students' homes are, perhaps, from a community that is relatable, but not always seen as being as rich in language. Some teachers mentioned common struggles around sourcing and finding age-appropriate, and curriculum-aligned content.

Item 12: What changes would you suggest to better integrate local and foreign texts into the curriculum?

Theme	Representative responses	Frequency
Curriculum revision and development	<ul style="list-style-type: none"> - Update outdated content - Design new curriculum for digital age - Align with students' needs and interests 	06
Balanced integration of both types	<ul style="list-style-type: none"> - Combine both for engagement and global awareness - Ensure cultural representation and linguistic growth 	05
Teacher training and resource enhancement	<ul style="list-style-type: none"> - Provide training and resources - Use pre-reading cultural activities - Simplify foreign text vocabulary 	04

Table 11: Teachers' recommendations

According to the table above, we can clearly identify that the majority of recommendations were for revising the curriculum to reflect the current educational requirements. The teachers also asserted the importance of balancing both the local and global texts. Additional support by way of teacher training and more resources was pinpointed as a requirement for effective integration.

3.2.1.2. Summary of the Questionnaire's Analysis

The analysis of the questionnaire revealed that most secondary school teachers have a positive attitude toward the use of authentic texts in EFL classrooms, considering them

important materials in the classroom. The majority of respondents classified themselves as either intermediate or experienced users of authentic texts, reflecting a practical familiarity with such materials. Moreover, the frequency of using authentic texts is high, with the majority of teachers (10 out of 15) declaring they often or always use authentic texts in their teaching. In terms of text preference factors, teachers emphasized resource availability and cultural familiarity as the primary reasons guiding their choices. Many teachers mentioned learner motivation and engagement, breaking traditional methods of teaching as influential factors. This highlights an awareness of both pedagogical effectiveness and student-centered approaches. Moreover, the analysis showed that teachers' choices were often shaped by their years of experience; while younger teachers showed greater interest in foreign authentic texts to enhance language proficiency, experienced teachers tended to favor local authentic texts for their cultural familiarity and ability to engage students in a more meaningful way. Regarding the type of authentic texts, the results showed a balanced perspective among teachers, but there appears to be a slight inclination toward foreign texts due to their linguistic authenticity and cultural exposure. However, teachers with more years of experience tended to favor local texts, possibly due to traditional teaching backgrounds and a stronger focus on cultural relevance.

Overall, the findings emphasize the necessity of using both local and foreign authentic texts to meet the diverse linguistic and cultural needs of learners. They also underline the importance of aligning materials with learners' levels, interests, and real-life experiences, especially within the framework of the Competency-Based Approach used in Algerian secondary schools.

3.2.2. Analysis of Teacher's Interview

3.2.2.1. Description of the Interview

The interview was conducted with five secondary school teachers of English, to explore their attitudes towards the use of local vs foreign authentic texts. The interview includes five open-ended questions. The questions covered diverse aspects such as teaching experience, types of materials used in the classroom, benefits of each type and which type of texts students interact more with.

3.2.2.2. Analysis of the questions

Item one: Can you tell me about your teaching experience and type of materials you usually use in the classroom?

Teacher 01: "I usually use handouts, audio-vocal books, games (ball or red card), I prefer to give them something that requires movement".

Teacher 02: "Actually I don't have much experience in teaching.... I taught English at secondary school for two years and this is the third year. Teaching materials I use, I like to use advanced ones but they are not available. In the class I prefer using visuals data show for example and pictures".

Teacher 03: "I have 12 years of experience, and students preferences change with time that is why the materials should vary. what I prefer to use materials such as videos and pictures....and I prefer also texts from outside the book.... from the internet or newspapers".

Teacher04: "I do use the authentic texts in the classroom and I like them more than the texts in the book. They are rich with information that serves their needs".

Teacher 05: "I guess the students should enjoy when it comes to teaching a new language they enjoy games and visuals and reading challenges especially reading short stories. Pictures and data show also are my favorite materials and using audio books or interviews".

The teachers displayed a variety of classroom experiences and materials they prefer. The answers above show that most teachers prefer the use of visual aids (videos, pictures, data shows). Several teachers also mentioned they like tasks that require movements such as games. Authentic texts (texts from outside the text book) were favored by more experienced teachers who saw them as rich input. Overall, the responses suggest a positive attitude toward the use of varied materials with focus on adopting to students' interests and creating an enjoyable learning environment.

Item two: What do you think about using local authentic texts in the classroom?

Teacher 01: "I think I can use it in certain situation, according to students needs.....and sometimes what they want.... As long as the texts are similar to the foreign ones and respect English language rules".

Teacher 02: "I don't like local content. I believe learning about the foreign language means to learn about its culture and traditions".

Teacher 03: "I think it is more helpful than the foreign one because they are linked to students culture and they should learn about their history events in English. Things related to our people and society are better than learning other subjects....the student may not be familiar with".

Teacher04: "It depends on the levels and streams. I prefer using the Algerian content because they are close to my students...for example if you use foreign content it may be complicated for students to relate. The translation may affect them for sure but they still have a value".

Teacher 05: "I do not usually do not use them a lot.....I think using them at early stages of learning English is better for example middle school, but at secondary school the students need advanced texts".

Teachers express diverse attitudes towards the use of local authentic texts. They explained that their preferences are related to some conditional aspects. Some teachers see the local content as beneficial because of its cultural relevance, saying that such texts connect students with their own experiences through the English language (teacher 03 and 04). These responses reflect positive attitudes toward the use of familiar content in teaching English. However, teacher 01 accepted local texts only if they align with English language requirements. Teacher 05 saw them as suitable for early stages of learning. Teacher 02 rejected the use of local authentic texts believing that language learning should include exposure to the foreign culture and traditions. Overall, the use of local authentic texts depends on proficiency level, context and educational goals.

Item three: What benefits do you think local authentic texts bring to the classroom?

Teacher 01: "It gives us new form of things and facilitate...making more things easy rather than the book it is old and difficult".

Teacher 02: "I don't think they bring so much benefits.....compared to foreign texts I do not prefer them".

Teacher 03: "Our students are attached with their identity.....local texts can help them express their identity and maybe to inform foreigners about our country...they may think about change and using the foreign language in their daily life".

Teacher 04: "I think they are culturally closer and make students more comfortable with the subject. In order to make them comfortable we should make a relationship between the language being taught and their culture. Especially since the foreign culture and life style may seem difficult to understand".

Teacher 05: "They can be beneficial because they may be easy to understand for the students..... they teach the students about their identity".

According to the answers, most teachers agreed on the fact that local authentic texts bring benefits to the classroom. Teachers 03, 04 and 05 emphasised that these texts support students' connection to their identity, provide comfort and promote understanding by linking language to students' cultural background. These responses suggest that local texts facilitate learning and even encourage students to use English in their daily lives. Teacher 01 also mentioned their practical benefits, highlighting that they are easier than traditional textbooks. Teacher 02 maintained a critical stance, preferring foreign texts over local ones. Generally, the responses showed that local authentic texts are helpful for improving comprehension and fostering cultural identity, even though not all teachers value them.

Item four: How about foreign texts, and what benefits have you noticed?

Teacher 01: "Foreign texts gives subjects from outside.....it is about new subjects.....the student may not understand or maybe find it strange".

Teacher 02: "I always want my students be attached with the foreign language....and give them foreign language awareness.....intercultural exchange".

Teacher 03: "Foreign texts are also good. they teach our students about the language in its natural settings. And knowing the foreign life style or the ways they use the language is also important.....but they are not close to our students".

Teacher04: "Of course foreign texts have benefits to bring to the classroom. they give the students the ability to learn the language as it is. And I do like that especially for literal streams. It is better for them to use foreign authentic text because they focus on mastering the language".

Teacher 05: "Foreign texts are good in the sense that they are related to the language itself..... I prefer using foreign texts in the class because my students benefit from them to get proficiency and better master the language".

The answers generally reveal positive attitudes toward foreign authentic texts, with the majority of teachers recognising their value in developing language proficiency. Teachers 02, 04 and 05 strongly supported the use of foreign texts because they provide intercultural awareness and language mastery. Teachers 01 and 03 mentioned the importance of learning the natural use of language, although they acknowledged that foreign texts may be unfamiliar or complex, leading to comprehension difficulties. Despite these answers, the overall results indicate that foreign texts are valued for their role in understanding the native usage of the language and achieving fluency.

Item five: How do your students respond to Local or foreign authentic texts in terms of engagement and participation?

Teacher 01: "Our students know those topics from social media so their engagement are very good....if the teacher explain the text in good way, students will be engaged in any type".

Teacher 02: The students respond more to the foreign authentic texts and make them engaged in the task. there is motivation and more interaction".

Teacher 03: "The students react with the texts that suits them...the texts with easy vocabulary. Even if they are local or foreign they engage and participate with the easy ones or they have background about. And because they use social media they can have background even about foreign texts".

Teacher04: "I think students do have positive reaction to local content and it suits them better. I noticed more participation with local texts. especially scientific streams they enjoy reading texts related to them".

Teacher 05: "I think my students participate more when the text is related to something foreign. Because they know such information from using social media and watching movies and English series. For example when they read a text talking about a famous English movie they show excitement and motivation".

The answers reflect a variety of perspectives on students' engagement with local vs foreign authentic texts. Several teachers (01, 03 and 05) highlighted the role of social media in shaping students' knowledge, which helps them connect with the foreign content. Teachers 02 and 05 noticed higher engagement with foreign texts. On the other hand, teacher 04 noted that students interact more with local content, especially scientific streams, as students find it enjoyable. Teacher 01 and 03 offered a balanced view, they think that clarity, vocabulary and students' familiarity with the topic regardless of being foreign or local, are the main reasons for engagement and participation.

3.2.2.3. Summary of the Interview's Analysis

In sum, the analysis of the teachers' interview shows that teachers' attitudes toward local vs foreign authentic texts are connected to their beliefs about language teaching and cultural relevance. Teachers who prefer local authentic texts emphasised their importance in cultural proximity, identity and ease of understanding, in addition to higher student engagement. However, teachers who favored foreign authentic texts mentioned their role in developing language proficiency. A key pattern emerged: teachers' preferences clearly affect student engagement, which indicates that familiarity and confidence of teachers in using a particular type likely impact the way students respond. This findings suggest that teachers' confidence with particular materials not only influences their own teaching comfort but also has a significant effect on students' motivation and participation. Teachers who were more confident using local texts reported stronger engagement from students, while others who felt more comfortable with foreign texts observed higher student interest in foreign topics. While both local and foreign authentic texts bring benefits, their effectiveness depends on how well they are integrated and linked to students' needs.

Conclusion

As a conclusion, the third chapter presented the practical part of the study. It started with a review of the methodology, including the research design, method, sittings and population and sampling in addition to data collection tools. Furthermore, the chapter moved to the analysis and discussion of the data obtained from both the questionnaire and interview. The findings were interpreted qualitatively to identify teachers' attitudes towards the use of local or foreign authentic texts. It sought to explore secondary school teachers' attitudes towards local and foreign authentic texts in EFL classrooms, the reasons behind their preferences, and how far their preferences align with classroom practice and pedagogical approach. The chapter also

highlighted the necessity of matching authentic materials with the Competency-Based Approach that has been introduced in Algerian secondary schools.

The questionnaire analysis revealed that most teachers hold favorable attitudes toward the use of authentic texts, with a strong willingness to use them on a regular basis in their instruction. Availability of resources, cultural familiarity, learners' interest, and a move away from traditional approaches to teaching were cited as guiding their choices. While there was a general view on the use of foreign and local texts, a bias towards foreign authentic materials was witnessed due to language authenticity. The more experienced teachers, nevertheless, tended more towards local texts, something that could have been brought about by traditional teaching backgrounds as well as a strong focus on cultural relevance.

Similarly, the interview analysis confirmed that the teachers' decision to use local or foreign authentic texts is closely linked to their beliefs about effective language teaching. The teachers who favored local texts highlighted cultural closeness and student interest, whereas the teachers who favored foreign texts stressed language proficiency development. The most common theme that emerged was the close association between the teachers' confidence and familiarity with the type of text and the resulting student engagement. Lastly, both international and local authentic texts were considered valuable, their usefulness depending on how well they are integrated to meet learners' needs and learning objectives.

3.3. Limitations

This research, despite the richness of insights gained, had several limitations. One of them was that not all the respondents returned the questionnaire, which could have influenced the diversity and representativeness of the findings. Also, some teachers refused to be recorded during the interviews. Additionally, at the time of data collection and analysis, there arose a conceptual

barrier in terming local texts as authentic. This issue was then addressed by adding an extra section clarifying the different types of authenticity to provide a better understanding and management of local texts in the study.

3.4. Recommendations and Pedagogical Implications

The study opens the door for future research and practical improvements. For researchers who are interested in the same topic, it is recommended to go back or change the methodology to tackle challenges encountered in distinguishing between types of authenticity, and possibly expand the participant population to achieve broader generalizability. Researchers can also employ other data collection tools such as classroom observations to enrich the analysis.

For teachers, the findings highlight the importance of enhancing the use of local and foreign authentic texts in EFL classrooms. Teachers are encouraged to use a balanced range of texts that respond to their learners' cultural contexts and language development needs, thus improving both participation and linguistic competence.

At policy-making level, it is suggested that curriculum planners provide an accompanying booklet (كتيب) to supplement the official textbooks. This booklet would provide a set of local and foreign authentic texts with their tasks, well selected to meet learners' levels and cultural backgrounds, to supplement the competency-based approach and to lead to a more active and authentic language learning experience.

General conclusion

The present study aimed to investigate the attitudes of first-year secondary school EFL teachers in El Mghaier toward the use of local and foreign authentic texts in language teaching. With the growing importance of authenticity in language instruction, particularly within the framework of the Competency-Based Approach applied in Algerian schools, this research sought to explore teachers' preferences and the factors that shape their choices when selecting authentic materials for their classrooms. A qualitative descriptive approach was adopted, using a semi-structured questionnaire and unstructured interviews to gather rich and detailed data from the participants.

The analysis of the data revealed that teachers generally hold favorable attitudes toward the use of authentic texts, recognizing their value in enhancing language learning. While many teachers emphasized the cultural relevance, accessibility, and familiarity of local authentic texts, others highlighted the benefits of foreign authentic texts in providing linguistic richness, exposure to native-like discourse, and intercultural awareness. Teachers' preferences were shaped by various factors, including cultural familiarity, resource availability, students' interests, institutional guidelines, and teaching experience. Notably, more experienced teachers demonstrated a stronger inclination toward local authentic texts, while younger teachers often favored foreign texts due to their linguistic authenticity and alignment with global language norms.

Furthermore, the findings indicated that teachers' confidence and familiarity with particular types of authentic texts played an important role in influencing student engagement and participation. When teachers felt more comfortable using certain materials, students tended to respond with higher levels of motivation and interaction. Overall, this study has provided insights into how teachers in Algerian secondary schools perceive and approach the use of

authentic materials, shedding light on the dynamic relationship between material selection, teacher attitudes, and classroom practice.

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Appendices

Appendix 01 teachers questionnaire

Teachers' attitudes towards the use of local vs foreign authentic texts

Teachers' Questionnaire

Dear teachers

Thank you for taking part in this study to help me collect the necessary data for this research work which deals with your attitudes towards the use of local vs foreign authentic texts. I will be very grateful if you provide me with precise answers. Your answers will be highly valuable for the research and will be kept confidential. The collected data will be analyzed and solely used for the purpose of this study. Please, tick your choices in the corresponding boxes, or complete your own information whenever necessary.

Section one: Personal information. Tick as appropriate.

1. What is your gender?

a- Male ☐ b- Female ☐

2. What is your age?

- a) 23-28 years old ☐
 b) 29-34 years old ☐
 c) 35-40 years old ☐
 e) More than 40 years old ☐

3. What is your present degree?

- a) Licence degree ☐
 b) Master's degree ☐
 c) Magister degree ☐

4. How long have you been teaching English in the secondary school?

- a) No previous experience ☐
 b) 1-3 years ☐
 c) 4-7 years ☐

d) 8-11 years ☐

e) More than 12 years ☐

5. What are the levels you are currently teaching? (You can tick more than one box)

a) First year level ☐

b) Second year level ☐

c) Third year level ☐

Section two: Attitudes towards local and foreign texts.

6. How important do you think it is to use authentic texts in the classroom?

a) Not important ☐

c) important ☐

d) very important ☐

7. In the use of authentic texts in teaching, do you consider yourself to be a:

a- Non-user ☐

c- Intermediate ☐

b- Novice ☐

d- Old hand ☐

8) How often do you use authentic texts?

a-never ☐

b- rarely ☐

c-sometimes ☐

d-often ☐

e- always ☐

9) What factors make u prefer local or foreign texts?(you can tick more than one box)

Cultural familiarity ☐

Resource availability ☐

Institutional guidelines ☐

Other factors ☐

If there are other factors mention it :

.....

10)What advantages do local texts have over foreign texts for your learners(or vici versa) ?

11) What challenges have you faced when using local or foreign authentic texts?

12) What changes would you suggest to better integrate local and foreign texts into the curriculum?

Clarification note:

Authentic texts are real life materials that help improve communication skills

*Local authentic texts are materials from Algerian culture , such as translated local stories, articles or media.

*Foreign authentic texts are materials from English speaking countries like English newspapers and literature.

Appendix 02 Teachers' interview

Interview guide

Interviewer information:

Benkaddour chaima

mirabenska03@gmail.com

Interviewee information:

Name:

Years of experience:

Teacher's consent: I agree to be recorded during this interview.

Signature:

Interview questions:

Question 1: Can you tell me about your teaching experience and the types of materials you usually use in your classes?

Notes:

Question 2: What do you think about using local authentic texts in the classroom?

Notes:

Question 3: What benefits do you think local authentic texts bring to language learning?

Notes:

Question 4: How about foreign texts, what benefits have you noticed?

Notes:

Question 5: How do your students/pupils respond to local vs foreign texts in terms of engagement and participation?

Notes:

الملخص

يهدف هذا البحث إلى دراسة مواقف أساتذة اللغة الإنجليزية في السنة الأولى من التعليم الثانوي بولاية المغير تجاه استخدام النصوص الأصلية المحلية والأجنبية في تدريس اللغة الإنجليزية كلغة أجنبية. اعتمدت الدراسة على منهج وصفي نوعي، حيث تم جمع البيانات من خلال استبيان شبه مفتوح تم توزيعه على مجموعة من الأساتذة، بالإضافة إلى مقابلات مفتوحة مع عينة من نفس الفئة. أظهرت النتائج أن الأساتذة بصفة عامة لديهم مواقف إيجابية تجاه استخدام النصوص الأصلية، إلا أن تفضيلاتهم تختلف بحسب عوامل متعددة، من بينها مدى توفر المصادر، والارتباط الثقافي، واهتمامات المتعلمين، والتوجيهات المؤسسية، بالإضافة إلى خبرة الأستاذ في التدريس. يميل بعض الأساتذة إلى تفضيل النصوص المحلية نظراً لقربها الثقافي وسهولة فهمها من طرف التلاميذ، بينما يفضل آخرون النصوص الأجنبية لما توفره من غنى لغوي وفرص للتعرض للغة الإنجليزية في سياقاتها الطبيعية. كما أظهرت النتائج أن ثقة الأستاذ بخبرته في استخدام نوع معين من النصوص تؤثر بشكل كبير على تفاعل التلاميذ داخل الفصل. توصلت الدراسة إلى أهمية المزج بين النصوص المحلية والأجنبية لتلبية حاجات المتعلمين وتنمية كفاءاتهم اللغوية والثقافية في آن واحد.