

Dedication

I wish to dedicate this modest work to:

**My dear parents who are always encouraging me in my studies.*

** My sisters, brothers and all my family.*

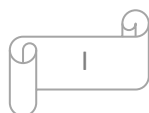
** To my nephews: Mehdi, Wassim and Aness.*

**A great thank and respect to the Intensive Language Teaching Centre:*

**To the Director : Dr Madouni Ali and to the Pedagogical Cordinator: Madam Bedjaoui Nabila for their cooperation.*

**To my best friends: Amira, Yassmina and Aicha.*

**finally I dedicate this dissertation to all my colleagues of the Ceil: Aicha, Sara, Warda, Salma, Zahra, Amina, imen, anfel and all the centre's members.*



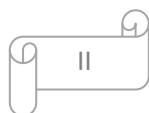
Acknowledgement

*I would like to express my gratitude to my teacher and supervisor **Dr Saliha Chelli** for her guidance, helpful suggestions, critical feedback and advices throughout the research*

I would like also to thank

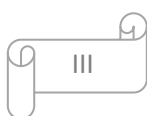
*-The board of examiners, **Mrs Imen Guettal** and **Ms. Warda Khouni** for all their time and efforts.*

-All my previous teachers for all their years of teaching and hard work.



Abstract

Speaking is one of the most significant skills in communicating using the target language. However, EFL learners often find it difficult to express themselves effectively as well as enhancing their proficiency in this skill. The aim of this research was to investigate the effectiveness of using authentic materials in enhancing EFL learners' speaking abilities. This current study was conducted to reject or confirm the hypothesis that the implementation of exposing students to real life communication helps them to improve their speaking proficiency. For that purpose, in this descriptive research, we used two means of research, a students' questionnaire which consists of 40 students and 02 teachers for the interview. According to the analysis and interpretation of the field work, the researcher has proved that the use of authentic materials is effective in developing students' speaking abilities. Consequently, we suggest authentic materials to be applied and used while teaching Speaking in all levels within the Algerian context.



List of abbreviations

AM: Authentic Material

B1: Pre-intermediate Level

B2: Intermediate Level

CLT: Communicative Language Teaching

EFL: English as Foreign Language

FL: Foreign Language

FLL: Foreign Language Learner

ESL: English as a Second Language

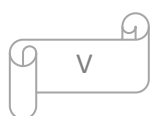
TEFL: Teaching English as a Foreign Language

TL: Target Language

ELTC: English Language Teaching Centre

List of Contents

Dedication	I
Acknowledgement	II
Abstract	III
List of Abbreviations	IV
Table of Contents	V
List of Tables	XI
List of Figures	XI
Introduction	01
1. Statement of the Problem.....	02
2. Significance of the Study	02
3. Aim of the Study.....	03
4. Research Questions.....	03
5. Hypothesis.....	03
5. Research Methodology.....	03
6. Structure of the Study.....	05
Chapter One: The Use of Authentic Materials in EFL Classes	06
Introduction	07
1.1. Definition of Authenticity and Authentic Materials.....	07
1.2.Non-Authentic Materials	08
1. 3.Comparison Between Authentic Materials and Non Authentic Materials.....	08
1.4.The Importance of Using Authentic Materials in EFL Classes.....	09
1.5.Types of Authentic Materials.....	10



1.5.1.Audio and Audio-Visual Aids.....	10
1.5.2.Songs.....	11
1.5.3.Language Laboratory.....	11
1.5.4.Shadowing.....	12
1.5.5.Video-Tapes.....	12
1.6 .Advantages of Using Authentic Materials.....	13
1.7.Disatvantages of Authentic Materials.....	14
1.8.Overcoming EFL Learners Speaking Difficulties Via Authentic Materials	14
1.8.1.The Teachers’ Role.....	15
1.8.2. The learner’s level and needs.....	15
1.9.The Implementation of Authentic Materials in EFL Classes.....	16
1.10.Important Criteria in Selecting Authentic Materials.....	16
a. Suitability.....	17
b. Exploitability.....	17
c. Readability.....	17
1.11.The impact of Authentic Materials on Foreign language teaching.....	17
1.12. The relationship between ‘Authenticity’ and Other Sub-Fields.....	18
1.12.1. Authenticity and Communicative Language Teaching.....	18
1.12.2. Communicative Competence	19
1.12.3. Authenticity and Motivation.....	19
Conclusion.....	20
Chapter two An Overview about the Speaking Skill.....	21
Introduction.....	22
2.1. Definition of Speaking	22

2.2. Elements of Speaking.....	23
2.2.1. Language Features.....	23
2.2.2. Mental/ Social Processing.....	23
2.3. The Importance of Speaking.....	24
2.4.Types of Speaking.....	25
2.5. Characteristics of Speaking Performance.....	26
2.5.1. Fluency.....	26
2.5.2 .Accuracy.....	26
2.5.3. Grammar.....	27
2.5.4. Vocabulary.....	27
2.5.5. Pronunciation.....	27
2.6. Difficulties in speaking faced by EFL learners.....	28
2.7. Integration between Listening and Speaking	29
2.8. Assessing Speaking.....	29
Conclusion.....	30
Chapter Three: Field Work and Data Analysis.....	31
Introduction.....	32
1- Description of the Students' Questionnaire.....	32
1.1.Section One.....	32
1.2.Section Two.....	32
1.3.Section Three.....	33
Administration of the Questionnaire.....	33
3.4. Piloting the Questionnaire.....	33

- Analysis of the Students' Questionnaires.....	34
-Interpretation of the Results.....	55
-Teachers' Interviews.....	56
Introduction.....	56
Design and Description of the Teachers' Interview.....	55
3.2. Analysis of the Teachers' Interview.....	58
Conclusion.....	60
General Conclusion and Recommendations.....	61
General Conclusion.....	62
Recommendations.....	63
Bibliography.....	64
Bibliography.....	65
Appendices.....	70
Appendix One.....	71
Appendix Two.....	77

List of Tables

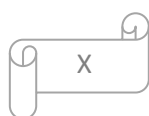
Table 3.1: Students’ perception of their English Language level.....	34
Table 3.2: Students’ Perception about their skills.....	35
Table 3.3: The Students’ Preferable Teaching Materials.....	36
Table 3.4: The Students’ Perception about Choosing to Study in the Intensive Language Teaching Center	37
Table 3.5: The Students’ Perception Whether their Teachers Provide them with Authentic Materials	38
Table 3.6: The Students’ Perception the Use of the Most Preferable Materials they Like to Use in the Classroom.....	39
Table 3.7: The Students’ Perception about Whether Authentic Materials Improves their Speaking Skill.....	40
Table 3.8: The Student’s Perception about the Use of Authentic Materials.....	41
Table 3.9: The Student’s Reasons for Choosing Authentic Material.....	42
Table 3.10: The Students Attitudes towards these Materials in Developing their Speaking Skill.....	43
Table 3.11: The Students’ Perception Whether Competency in Communication in English is Very Necessary.....	44
Table 3.12: The Students’ Perception about Using Interactive Techniques in the Classroom.....	45
Table 3.13: The Students’ Attitude towards Speaking Like Native Speakers.....	46
Table 3.14: Students Who Have the Opportunity to Speak in The Classroom.....	47
Table 3.15: The Students’ English Language Usage in the Classroom.....	48
Table 3.16: The students’ Speaking Difficulties While Speaking.....	49
Table 3.17: The Students’ Perception of the Importance Speaking in Learning English...50	

Table 3.18: The Students' Perception of Who Speaks the Most in the Classroom.....51

Table 3.19: The Students' Perception their Self-Confidence towards Speaking English in the Classroom.....52

Table 3.20: a) The Students Perception When the Teacher Corrects their Mistakes while They Are Speaking.....53

Table 3.21: The Students' Perception about their Failure to Speak in the Classroom.....54



List of figures

Figure 3.1: Students perception of their English Language level.....	34
Figure 3.2: Students' Perception about their skills.....	35
Figure 3.3: The Students' Preferable Teaching Materials.....	36
Figure 3.4: The Students' Perception about Choosing to Study in the Intensive Language Teaching Center	37
Figure 3.5: The Students' Perception whether Their Teachers Provide Them with Authentic Materials	38
Figure 3.6: The Students' Perception the Use of the Most Preferable Materials they Like to Use in the Classroom.....	39
Figure 3.7: The Students' Perception about Whether Authentic Materials Improves their Speaking Skill.....	40
Figure 3.8: The Student's Perception about the Use of Authentic Materials.....	41
Figure 3.9: The Student's Reasons for Choosing Authentic Material.....	42
Figure 3.10: The Students Attitudes towards These Materials in Developing their Speaking Skill.....	43
Figure 3.11: The Students' Perception Whether Competency in Communication in English is Very Necessary.....	44
Figure 3.12: The Students' Perception about Using Interactive Techniques in the Classroom.....	45
Figure 3.13: The Students' Attitude towards Speaking Like Native Speakers.....	46
Figure 3.14: Students Who Have the Opportunity to Speak in the Classroom.....	47
Figure 3.15: The Students' English Usage in the Classroom.....	48
Figure 3.16: The students' Speaking Difficulties While Speaking.....	49
Figure 3.17: The Students' Perception of the Importance Speaking in Learning English Language.....	50

Figure 3.18: The Students' Perception of Who Speaks the Most in the Classroom.....51

Figure 3.19: The Students' Perception Their Self-Confidence towards Speaking English In the Classroom.....52

Figure 3.20: The Students Perception When the Teacher Corrects their Mistakes While They Are Speaking.....53

Figure 3.21: The Students' Perception about their Failure to Speak in the Classroom.....54

GENERAL INTRODUCTION

Introduction

Statement of the Problem

Teaching speaking skills is a difficult issue nowadays, especially when dealing with EFL learners. Speaking is a crucial part of second language learning and teaching with regards to its importance. The skill of speaking has been just as a repetition of drills or memorization of dialogues for many years. However, today's world requires that the goal of teaching speaking should improve learner's communicative skills, because it is the only way that can help learners express themselves and learn how to follow the social and cultural rules appropriately in each communicative circumstance.

Moreover, the Algerian EFL learners are unable to speak English confidently and correctly. Among many problems that the EFL learners may encounter is the lack of oral practice and interest that is what inhibits their oral performance. Thus, teaching a foreign language demands from the teacher to create a classroom environment where learners need a real-life communication through the use of authentic activities, and suitable tasks that promote oral language. Hence, teachers are required to facilitate oral tasks by using pictorial and audio tasks in order to develop the learner's speaking proficiency.

Recent studies shown that learners prefer to learn the target language through the use of videos, because it seems to be more natural. Hence, learners will feel at ease when attending a course. Thus, the use of genuine materials may have a significant effect on developing speaking skill.

Significance of the study

The importance of this study is to that learners can form a stronger associations between lecture content and visual objects, so they can do better when teachers present an audio-visual lesson. Hence this study intends to ease the process of speaking for the learners who lack this skill by using authentic material. It is expected that it would determine to what extent Audio-Visual aids might be useful in enhancing oral performance.

Aim of the Study

The fundamental aim of this work is to contribute in the amelioration of learner's speaking abilities through the use of audio-visual material. It intends to prove how effective and powerful authentic materials are in enhancing EFL learner's capacities in speaking. Moreover, the current work achieved some specific goals such as:

1_ Develops learners' awareness about the effectiveness of visual learning aids

2_ Creates an interesting and enjoyable atmosphere to make learners eager to develop their competencies

3_ Confirms the influence of audio-visual aids on learners' speaking skills.

Research questions

This research attempts on answering these questions:

1- What are Authentic Materials?

2- What are Audio-visual Materials?

3- What are speaking abilities based on?

4- What are the Algerian EFL learners difficulties in speaking

5- Does the use of Audio-visual aids have a relationship with the progression of EFL learners speaking abilities?

Hypothesis

We hypothesized that:

1_ If teachers and learners rely on the use of Audio-visual material, their speaking abilities will be enhanced.

Research methodology

To conduct this research, we have selected research strategies and appropriate methodology for collecting information. This part should include the steps that any researcher must follow to deal with such a kind of scientific research. Many researchers

have defined the concept of "research methodology"; the most common definition is the one of Redam and Mory, (2007) who defined it as systemized efforts to gain new knowledge and to serve specific goals in any scientific research.

In this section, the researcher is asked to fill any gape that left by researchers from what they have done before; we found that they neglected the importance of authenticity in teaching speaking skills. However, they still believe that learning the speaking skill is through repetition.

Research Method

In this part the researcher used the descriptive method to answer the problem question, and to see whether this work can make a difference in the learners' speaking performance and teachers as well. This will drive us to deal with the both the quantitative and qualitative methods using a structured questionnaire and semi structured interview.

Population

A questionnaire will be given to B1 and B2 levels at The Intensive Language Teaching Centre (ELTC) at Med kheider University, Biskra to investigate the use of authentic material in developing oral performance. In addition, to a semi-structured interview that was devoted for two teacher in the centre (ELTC).

Sample study

The aim of this study is to find as many views as possible in order to see whether there is a progression on the learner's speaking abilities through the use audio-visual means, and whether it is suitable for teachers to deal with authentic materials in teaching the speaking skills. For this purpose, 40 participants will be chosen from B1 and B2 levels from the whole population to gather data.

Research instruments

A structured questionnaire and a semi structured interview will be used in order to look for reliable research results that suit the needs of this research. A questionnaire can be defined simply as a tool for collecting and recording information about a specific topic of interest. It is mainly made up of a list of questions with clear instructions, spaces for

answers and other details. They have to serve a particular purpose which is related the objectives of the research.

Structure of the Study

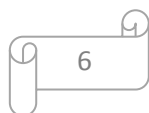
This dissertation was divided into three chapters; two chapters are dedicated to the theoretical background of the study and one chapter for the field work and the analysis of the gathered data. Starting with a general introduction; stating the statement of the problem and the aim of the study; also the research questions, hypothesis, research methodology and tools. The first chapter one was dedicated to talk about the use of authentic materials in EFL classes and all that is surrounding it in the literature, The second chapter was dedicated to talk about an the skill of speaking its main types characteristics and other sub-skills that are related to this skill more aspects. As for the third chapter, it was devoted to the field work, and data analysis gathered from the research tools. Finally, a general conclusion was drawn and some practical recommendations were put forward for further considerations.

CHAPTER ONE

The Use of Authentic Materials in EFL Classes

Chapter One

The Use of Authentic Materials in EFL Classes



Introduction

The use of Authentic material in EFL classes is what most of the teachers attempt to involve in teaching and learning languages .Teaching with only the course book may seem not interesting for the learners , because it does not provide them with real communication in the target language. In the Algerian context learning English as a Foreign Language (EFL), instructors regularly raise the query why the majority of the students are unable to speak English confidently and correctly. One among the many reasons to take into consideration might be the lack of authenticity during speaking tasks.

In this chapter we will be mainly discussing some issues that are related to authentic materials. The light will be shed on definition of authentic materials and its relationship with other materials, its importance in EFL classes and its main types and also some concerns that are connected with the area of the study.

1.1 Definition of Authenticity and Authentic Materials

The notion of ‘Authenticity’ has emerged in 1970's with the development of the new approach "Communicative language teaching" (CLT) as a reaction to the traditional methods that were used in teaching a foreign language. It is based on developing real communication that EFL learner’s need to achieve. Authenticity is defined as: "a stretch of real language, produced by a real speaker or writer for a real audience and designed to carry a real message of some sort" (Quoted in Field 2008, 270). Therefore, Authentic Materials have become very popular and useful as teaching and learning tools. There are different researchers who have attempted to define it in the field of second language teaching.

For many researchers, ‘ Authentic ’, is regarded as a text that is written by native speakers, and designed specifically for native speakers. There is a slight difference in the definition of authentic materials. However, there is a common point in these definitions which is 'exposure to real language and its use in its own community' (Kilickaya, 2004). This means that the learner is exposed to language through the use of authentic materials within the same community and specifically for native speakers. Thus EFL learners will benefit from being constantly updated. Harmer (1991) on the other hand, defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”.

Moreover, Bacon & Finnemann (1990), claim that “authentic materials are texts produced by native speakers for a non-pedagogical purpose”. In other words, authentic materials are real-life materials, teachers aim to get EFL learners closer to everyday life; However, these materials are not created for educational purposes. According to all the different definitions above, we can say that authentic materials are regarded as methods or tools designed for non pedagogical purposes used by teachers to provide learners with effective communication that will increase their capacity to use the target language for the real world. Hence using authentic material rather than other materials will create the difference among learners.

1.2. Non-Authentic Materials

Non authentic materials (traditional methods of teaching) are materials prepared particularly for the educational purposes of language teaching that many teachers intend to use during the class to illustrate the course such as: textbooks and pictures. As mentioned in (Kilickaya, 2004). Non-authentic materials are those that are specifically designed for language learners. They are either adapted or simplified or written keeping in mind the language proficiency of the learners in question. Moreover, non authentic materials are not characterized by real-life language i.e. they are artificial and do not require learners with up-to-date knowledge. On other words, we cannot deny that the use of non authentic materials help students to learn the target language ; However , it seems to be less interesting and less motivating for both teachers and learners in developing the speaking abilities since it is artificial and does not require real communication .

1. 3. Comparison between Authentic Materials and Non Authentic Materials

Most of the EFL learners’ main objective behind learning a foreign language (FL) is to be able not only to understand what is said but also to communicate within the target language. Teachers may introduce the lesson in different ways by providing learners with different teaching materials. What is important here is how effective and interesting these materials are for the development of EFL learner’s needs and whether these materials provided by the teacher are fully enough to bring EFL learners to real-life language. There is a considerable difference between Authentic and Non Authentic Materials. According to Gilmore (2007) ‘ there are many claims that authentic materials motivate learners. The most common claim is that they are more interesting to the learner than non-authentic

materials due to their intent to communicate a message rather than highlight particular aspects of the target language ‘’.

In addition, Freeman (2000, 129) states that one of the characteristics of communicative language teaching is using Authentic Materials. Thus the latter may affect positively learner’s development towards the speaking skill. In other words, by using authentic materials, teachers introduce EFL learners to actual everyday language exactly as it appears in real life. According to the definitions above of authentic materials and non authentic materials, we can differentiate between them as the following:

First of all, many researchers agree that authentic materials are written or spoken tools that are designed specifically for native speaker and not for educational purposes. Whereas, non AM are techniques that teachers use particularly for pedagogical needs according the objectives of the lesson. Secondly, authentic materials are more suitable and useful for EFL learners because they increase their motivation and show their interest and concentration. They expose learners to real communication rather than imitation of real communication like non authentic materials (AM) do. Thirdly, teaching with the course book is not enough to teach a foreign language. However, authentic materials are used to consolidate the lesson and provide learners with real-life situations. As (Rechards, 2001) states that the language which the learners are engaged with the classroom, must represent the language used in the real world.

To sum up; although nowadays teachers are still dealing with the traditional methods of teaching, because they believe that they are suitable and easy by EFL learners; however, authentic materials provide learners with real communication. Hence, EFL students’ speaking proficiency will be enhanced.

1.4. The Importance of Using Authentic Materials in EFL Classes

Most of you may ask these two main questions: First, Why should we use authentic Materials rather than other tools for teaching a foreign language? The answer is simply that they can provide learner’s with update knowledge, expose them to the world of authentic target language, can bring real world into the classroom and significantly enliven the class. (Robinson , 1991 ; Martinez , 2002 ; Kaprova , 1999 ; LeLoup and Ponterio , 2000 ; Dumitrescu , 2000) . On the light of what have been said, we can say that authentic materials can motivate students, give them more stimulation in learning a language. Thus,

EFL teachers are constantly seeking for what may help learners increase their level of language proficiency that is why, the teacher's choice of the appropriate procedures and methods of teaching is highly important for the learner's mastery of accuracy and fluency as well.

The second question is How AM can fit into the classroom? Many researchers claim that the use of authentic materials plays a significant role in developing learner's positive attitudes toward learning a foreign language. On other words , EFL learner's give much more importance to what is intrinsically more interesting or stimulating than artificial or non-authentic materials . Little , Devitt , and singleton (1998, 26) ‘’ add that authentic texts bring learners closer to the target language culture , making learning more enjoyable and therefore more motivating’’. Moreover, the implementation of authentic materials plays a crucial role in the development and the motivation of EFL student's oral proficiency since Little, Devitt, and singleton and other researchers believe that practicing oral communication through such materials will improve their ability of speaking.

1.5. Types of Authentic Materials

Nowadays, teaching materials have become very common with the advance of new technologies and new approaches of Communicative Language Teaching, since they are important in easing the process of learning a Foreign Language and supporting the lesson. However, course books are less interesting and do not motivate learners as authentic materials do. Thus we suggested the main appropriate materials that might create an enjoyable atmosphere and grasp the learner's attention in the classroom.

1.5.1. Audio and Audio-Visual Material

According to (Gilakjan , 2011) , the difficulties faced by EFL learners in classrooms are due to the lack of motivation, the lack of exposure to the target language and the lack of emphasis on pronunciation by teachers and the influence of sounds and rules of learners'. This means that most of learners prefer practicing their English in the classroom in a way that increases their motivation and interest .Thus what may lead to language proficiency and enable the learners to use the target language in a way that suits their needs. Audio-visual Aids are used by teachers to achieve what can never be achieved through other teaching methods. Brown (2001, 59) in his book Teaching by Principles, states that a

classroom technique has a great chance for success if it gives some beneficial feedback to the students.

1.5.2. Songs

Many psychologists in language teaching reveal that students show a lot of enthusiasm while listening to music and songs. Therefore, they encourage teachers to adopt songs inside classroom. “Music and songs can be useful and sometimes more than, conventional classroom materials. But it is often suspected because it so enjoyable and so little used” (Murphey, 1965). Pronunciation skills can be strengthened through music especially when a recorded version of the song being played is sung by a native speaker of the target language. Music provides opportunities for FL teachers to introduce the cultural context of the song.

Moreover, dealing with authentic songs in the L2 classroom provides an approach to teach students the target culture as well as to introduce the vocabulary of the target language. Music can be adapted for all ages, all levels and all interests. Such songs can be used as both method to reinforce communication skills, and as a tool to demonstrate culture (Failoni 1993). Authentic songs from the target language form a key part of the teaching method which is later proposed. This means that bringing genuine songs into an EFL class can motivate learners and raise their interest of learning the target language in a way that suits their needs.

1.5.3. Language Laboratory

Language laboratory is regarded as a modern language teaching .It is the technology of developing learners hearing and speaking senses especially for second or foreign language learners. Students can work on their own, or they can be paired. So they can interact to each other from time to time using microphones and headsets. Harmer (2001) suggested three characterized as the following:

1.5.3. a. Double track

Learners can listen to one track on their tapes and record another on another, then he will be able to listen not only to the original recording on the tape, but also to what themselves said into the micro phones which is attached to their headsets.

1.5.3.b. Teacher access

This refer to how can the teacher deal with the microphones and headsets. Hence, learners will be able to work whether individually, in pairs, or in a group work .Laboratories equipped by computers enable the teacher to read what is written by the learners and correct them individually either by talking to the learners or by using the editing facility attached to their word-processing package (Ibid).

1.5.3. c. Different modes

This refers to the teacher who involves the learners to work with the same material, but at their own individual speed. Thus the teacher can manipulate according to the learner's needs (Ibid).

1.5.4. Shadowing

In order to succeed in learning a foreign language, it is very important that an EFL learner should practice different methods and uses different techniques to develop the speaking skill. Shadowing is regarded as a one of the best techniques that requires listening to some recordings in the target language and trying to repeat L2 audio after it as quick as possible . It is defined as a language learning technique developed by the American Professor 'Alexander Arguelles', first in Germany and later in Korea. The basis of the method is audio in the language that you are learning. While listening you attempt to repeat-to shadow- what you hear as quickly as you hear it.

1.5.5. Video-Tapes

Generally Speaking, learners interact more with what is observed and concrete. Watching videos increases their interest towards learning the target language (TL). It is stated that 'videos have a compelling power in the language classroom, especially when the classroom activities are concentrated on short sequences'. Sherman (2003, 277). In other words audio-pictorial unloved the two senses seeing and hearing at the same time thereby learner's attention will be focused until the rest of the course and that what most of teachers aim to improve and develop during EFL classes. According to Harmer (2001, 282), the use of video tapes has become common feature in language teaching for many years". Some people thing that the video tapes are only prestigious version of audio tapes,

however there many reasons why video can add a special dimension to the learning process.

Harmer (2007, 144) also explains that using video can be much richer than using audio. Video , do not only produce sound but also produce moving picture; speaker can be seen, their body movements give clues as to meaning; so do their clothes they wear, their location, etc. Background information can be filled in visually. Basically video is a form of moving pictures recorded in a video tape. Recently, videos have been sources of authentic language and selected as the means of teaching and learning ESL

Furthermore, authentic videos have some advantages in learning a foreign language. They are highly motivating for EFL students since they demand interaction and they are open to be used as learned centered activities. In addition, the use of videos allows teachers to use images as well as they can focus on non verbal language objects or focus on accent, pronunciation and register.

1.6. Advantages of Authentic Materials in EFL Classes

One of the most important factors in teaching and learning a foreign language is the use of materials during a lesson. Therefore, teachers' must be aware about their learner's needs and what may increase their desire to learn a foreign language. Although, authentic materials are not done in an authentic situation, they provide learners with real exposure to the target language .There are many reasons in selecting Authentic Materials as tools of teaching a foreign language; the following are the main advantages for using Authentic Materials in EFL classes:

First , Authentic materials keep students informed about what is happening in the world , so they have an intrinsic educational value Thus , language change is reflected in the materials so that students and teachers can keep aware of such changes . In addition, teachers are educators working within the school system, so education and general development are part of their responsibilities. (Sanderson, 1999). Textbooks often do not include incidental or improper English. Moreover, students can produce a sense of achievement, because they get real satisfaction from having made some sense out of real life language. Thus, authentic materials are more interesting and motivating and they give students confidence when they understand them. The same piece of material can be used under different circumstances if the task is different. To sum up, by using authentic

materials, it is possible to provide EFL learners with opportunities for learners to use their own knowledge in different communicational situations.

1.7. Disadvantages of Authentic Materials

Although, authentic materials may help EFL learners to develop their skills, it may be difficult for learners to cope with such materials. Martinez (2000) has listed the following minuses:

- Authentic texts may be difficult to understand because of a culture gap
- The vocabulary may be not exactly what the students need
- They are rather difficult for beginners
- Preparation of the texts and activities is often demanding and time consuming
- There are many various accents and dialects in listening the materials become outdated quickly (news).

To conclude, Teachers should prepare the learners forward to the use of authentic materials and make them aware about how and when to introduce these materials in the classroom.

1.8. Overcoming EFL Learners Speaking Difficulties Via Authentic Materials

In any case of teaching foreign language, it is through needs analysis that the teacher defines clearly his/her learner's objectives and this would certainly enable him/her to select and grade his/her materials. After knowing the advantages and disadvantages of Authentic Materials Teacher must be careful about when AM should be introduced and used in and EFL classroom .That is to say that there are certain elements that the teacher should take into consideration which are:

1.8.1. The role of The Teacher

The teacher plays an important role when introducing Authentic Materials in EFL classroom. He has to prepare the learners for the actual use of the language which can be accomplished by using authentic materials. The teacher should follow a careful selection and a well designed preparation to the material used in the classroom. Spelleri (2002)

confirms that the teacher should perform the following roles: First, the teacher must be as a filter in order to present the language in a controlled manner and sufficient quantities to suit learners' level, needs and interests. This means that the teacher selects the materials appropriately and carefully to fit the students needs. Second the teacher work as a culture guide: his/her role here is to introduce and to clarify any kind of cultural information found in every authentic material. i.e. . The teacher is asked to illustrate the main points that reflect the culture of the target language. In addition, teachers from time to time have to predict which material is supposed to provide learners with; a careful selection must be put into consideration when choosing the appropriate topics that raise the learners' interest and motivation.

Moreover, learners should have prior background knowledge about the topic given by the teacher in order to be able to understand the activities needed to be fulfilled. Furthermore, the teacher must have a clear organization about the topic used; a special consideration for audio or video is taken from the art of the teacher: for how long the clip or segment? , the quality of the sound and the rate of delivery, design a hierarchy of tasks: pre activities global activities specific information.

To conclude, we can say that the teacher's role in presenting Authentic Materials is highly important, because we cannot use them randomly. A careful selection and preparation is taken into consideration with regarding the learner's level, interest and attention to this kind of materials

1.8.2. The learner's level and needs

Guariento and Morley (2001) claims that at post-intermediate level, the use of authentic material is available for use in classroom. In other words, at this level the learner is conscious about the most essential of the grammar rules and structures i.e. only at this level the learners have a range of considerable and acceptable vocabulary in the target language. They think if AM are introduced in an early level will demotivate the learners because; they lack many lexical items that are used in the target language. Furthermore, Guariento and Moley suggest that authentic materials should be used in accordance with students' ability and add that suitable tasks can be given to learners in which total understanding is not important. Furthermore , it is preferable if the teacher brings authentic materials (AM) into the classroom to 'expose ' learners to real language with regards to their level of knowledge and their ability to how much they can grasp from authentic

materials in order to get closer the better achievement . In addition to what have been said Kim (2000) claims that authentic materials can be used with intermediate and advanced level students only. On other words, the use of genuine materials should be in accordance with the learner's ability to enable them to cope with such type of material. Otherwise, the learners' motivation will decrease.

1.9. The Implementation of Authentic Materials in EFL Classes

Bringing authentic materials into an EFL class can be motivating and interesting for learners as it adds a real-life situation which means that the use of AM nowadays suits the EFL learner's needs and objectives as well. Sometimes inappropriate teaching materials may impede the learning process; thus, learners' interest may not be raised. Hence, if teaching materials are not suitable and beneficial, learners will learn nothing. In order to help learners learn better a lot of researchers suggest using authentic materials. The use of AM has come under discussion since 1970's. Many researchers studied the impact of this kind of materials on learners. Using authentic materials (AM) particularly in teaching languages in classrooms has been effective over the past decades.

Otte, (2006), and Thanajaro, (2000) have noticed that learner's self-satisfaction and motivation showed improvement after employing authentic texts in the classroom. Which means in other words, that AM are much more helpful and suitable as a teaching method and they lead learners to a natural acquisition of a target language. Authentic materials help motivate learners to learn the language by making them feel that they are learning the 'real' language Guariento & Morely, (2001). That is to say that Authentic Materials should be used in a way that prepares learners for real life and provides them with real discourse.

1.10. Important Criteria in the Selection of Authentic Materials

Using different materials in teaching EFL learners is very important and needed. According to Nunan (1988) "... materials are, in fact, an essential element within the curriculum, and do more than simply lubricate the wheels of learning at their best they provide concrete models of desirable classroom practice" . In order to have a successful course provided by the use of Authentic Materials one should know first what should we include? How much it would be? To answer these questions, Berardo (2006) suggests the following three criteria: suitability of content, exploitability and readability.

a-Suitability of content includes that the teacher must be aware about what type of material have to be selected and according to the objectives of the course i.e. it is preferable that course materials are compatible with the lesson's goals and learner's needs . These materials should be interesting in order on increase learner's motivation since motivation is central to communication in the target language.

b- Exploitability is an important criterion in selecting texts. It is considered as a text that cannot be exploited for teaching purposes. Therefore, it is defined as the use of the text to develop a practical purpose or skill. Senior (2005, 71) says "...we need to have clear pedagogic goal in mind, what precisely we want our students to learn from materials" that is to say that the use of authentic material in classroom should be highlighted by pedagogic purpose.

c- Readability refers to whether the materials used are easy to be distinguished by EFL lea words and whether they are chosen in accordance to the objectives of the course. In other words, in this stage the focus is mainly on difficulty of the text structures and vocabulary. For example at the lexical level , the set of vocabulary in the text should go in line with the level of students, but at the same time it is worth having introduce new words that can be understood through the context, and even promote the use of dictionary. (Harmer, 2001).

To sum up, according to Berardo (2006), we can say that selecting criterion is one of the significant elements for using Authentic Materials in EFL classes regarding the learner's level and ability to understand and benefit from using these kinds of authentic sources.

1 .11.The impact of Authentic Materials on Foreign Language Teaching

Despite the fact that using authentic materials in EFL classrooms has become very crucial during the last 20 years, the issue of authenticity in FL teaching has been one of the most debatable aspects in the field. However, the effectiveness of authentic materials has been increasingly acknowledged. Many studies made by several researchers claim that that oral language development is improved when the practice incorporates authentic materials. Kim (2000) argued that authentic materials make a major contribution to overcoming certain cultural barriers to language learning. This means that original materials bring learners closer to the culture of target language and makes him or her to look like a native

speaker by learning real language. Harmer (1991) believes that, despite many textbooks' use of non-authentic materials to practice specific language points, only authentic materials will genuinely improve listening and reading skills.

Moreover, authentic materials have a direct effect on the learner's speaking ability as stated by Harmer (2001) that they help learners to be exposed to the real use of language in real situations, especially in the improvements of oral skills. In other words, they increase the possibility to improve learner's process and help them to communicate in English during classes.

1.12. The relationship between ‘Authenticity’ and Other Sub-Fields

It is worth to mention the relationship between authenticity and other domains that have a relation with communication in the target language. Such as: Communicative Language Teaching, communicative competence and the relationship between authenticity and motivation.

1.12.1. Authenticity and Communicative Language Teaching

Communicative Language Teaching concentrates on the use of natural language in a variety of situations. According to Larsen-Freeman (2000, 129) , one of the characteristics of the communicative language teaching is the use of authentic materials . It is necessary to give language learners opportunities to learn the language the way it is actually used in the real world. However, as Nunnan (1988, 99) points out , there has been a lot of debate about the concept of authenticity since it first was introduced. On one hand , there are many advantages of authentic materials .

Brown (2001:258) suggested that authentic language and real world tasks enable students to see the relevance of classroom activity to their long-term communication goal . He says , “With the use of authentic listening materials, students learn to comprehend double meaning , predict meanings, and make allowance for performance errors committed by other speakers. Thus, it is obvious that AMs improve students' competence in using background knowledge to predict meaning.

1.12.2. Communicative Competence

According to the *Longman Dictionary of Applied Linguistics* is ‘‘ The ability not only to apply the grammatical rules of a language in order to form a grammatically correct sentences but also to know when and how to use these sentences and to whom’’ . Larsen Freeman adds that to be able to use the language appropriately with regard to a social context , learners need to know not only forms, meaning or functions , but also they have to be conscious that ‘‘many different forms can be used to perform a function and also a single form can often serve a variety of functions’’.

1.12.3. Authenticity and Motivation

McNeil (1994) and Kilickaya (2004) indicate that the use of authentic texts is now considered to be one way for increasing students’ motivation for learning, since they give the learner the feeling that he or she is learning the real language the target language as it is used by the community that speaks it. For Ellis (1997), motivation involves the attitudes and effective states that influence the degree of effort that learners make to learn an L2. Another definition suggested by defined by Crookes and Schmit (1991): interest in and enthusiasm for the materials used in class: persistence with the learning task, as indicated by levels of attention or action for an extended duration; and levels of concentration and enjoyment. As Berardo (2006) mentioned that authentic materials can be used to promote motivation and give learners a ‘‘sense of achievement’’ and encourage them for further reading. Gulikers et al. (2005, 520) quotes from Huang (2002) who introduces two principles in describing adults’ motivation in learning. The first principle is that adults prefer a problem solving or intention in learning. In particular, adults express that they learn best when the problem is presented in a real life context.

Moreover, Hyland (2003, 94) states that one of the most important advantages of using authentic materials is that it increases learners' motivation and reflects positively on the learning process. In other words, students learn the language better when we as teachers use authentic materials as a teaching aid.

According to what have been said by the different researchers above, we can say that when authentic materials are introduced in EFL classrooms, learner’s motivation will be increased since it provides them with actual and updated data rather than artificial language that seem to be less interesting for EFL learners. i .e. learners interact more with what lead them to the exposure of real language. To sum up motivation plays a significant role in

developing the learners' enthusiasm for learning the target language in a way that goes with their needs.

Conclusion

Using Authentic Materials can be considered as an effective tool in learning and teaching the target language. These types of materials can be highly motivating for students in learning situation since they expose them to communicate appropriately in the target language. Moreover, student's speaking skill might be enhanced if they are exposed with Authentic Materials, because of their interesting topics for the learners. Hence, to be efficient a careful selection of materials; activities and tasks used in the class are required.

CHAPTER TWO

An Overview about the Speaking Skill

Chapter Two

An Overview about the Speaking Skill

Introduction

Focusing on the Speaking skill in teaching a foreign language is an important aspect since the objectives are to engage the students in real communication. Speaking skill is regarded as the most favourable skill by students than any other language skill. But in teaching speaking; learners are confronted with many obstacles which prevent them from communicating using this favourable skill. Learners often evaluate their success in language learning as well as the effectiveness of their English course on the basis of how much they feel they have improved in their spoken language. In this chapter, we will be mainly discussing some details about the speaking skill, definition of speaking? , The importance of the Speaking skill, characteristics of the Speaking skill, Moreover, the light will be shed on the speaking skill with more details: integration between listening and speaking, difficulties in speaking faced by EFL learners.

2.1. Definition of Speaking

Teaching speaking seem to be an easy process since it was traditionally related to repeating what the teacher is saying , but in fact, it is a complex process that involves real communication in the target language . Louma (2004, 1) argues that “*speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop.*” As it was noted at the beginning of this work, the aim behind learning a foreign language is to speak and communicate in the target language. We speak for many reasons to convey and receive messages, because we want to express ideas, feelings and thoughts because we want other people to do something, to respond to someone else, , to exchange information, to refer to an action or an event in the past, present, or future, etc. Speaking is said to be an active or productive skill .Thus nowadays teachers are doing their best to put students in practice i.e. to focus on language in “use” rather than “usage”.

Widdowson (1978, 57) suggested that : “Although it might be convenient to represent the language skills in this way when considering usage, it is not especially helpful, and indeed might be positively misleading to present them in this way when considering use” . In other words, the skill of speaking does not require the learner’s knowledge about language rather then, the ability to use this knowledge (grammar structures, vocabulary and pronunciation) in different speaking tasks.

2 .2.Elements of Speaking

Achieving fluency and accuracy in speaking English as a second language, learners must be aware about some elements which are highly important to develop this skill. Harmer (2001) mentions these elements which refer to the language features that learners should have knowledge about. In addition, there are two processes of the language and information in the same time when an interlocutor interacts with them.

2.2.1. Language Features

There are some necessary features of language that enable learners being effective speakers. First, connected speech where Speakers are asked to produce not only separated phonemes, but also connected sounds. These sounds may be modified, omitted, added or weakened in the connected speech. Expressive devices is the second feature where native speakers of English often tend to use effectively the phonological rules which refer to the pitch, stress, volume, speed with the use of non verbal means. These devices will help them to be good language users as well as it will enable them to convey their intended meaning them. Moreover, the third feature refers to lexis and grammar, here when learners want to produce some language functions; they often use the same lexical structures. The teachers' role then, is to provide them with different phrases which carry different functions so that they can use them in the different stages of communication with others. Finally, negotiation language is when learners benefit a lot from the use of negotiation language; they ask their teachers when they listen to others talk. Thus teachers have to provide learners with the necessary expressions they need when they ask clarification from other speakers.

2.2.2. Mental/ Social Processing

There are mainly two processing skills of speaking that influences EFL learners' speeches. First, language processing which refers to the speakers' ability of processing language in their minds, so that they can organize their ideas and put them in a coherent order. Thus, the other interlocutors can understand it and get the intended messages. Moreover, speakers also need to retrieve words and phrases from their memories to use them when they are interacting with others. Most of the speaking contexts need interaction from two or more interlocutors. This means that effective speakers need to listen to the other's talk and understand it, then react through taking turns or keeping the others to do

so. Information processing, is the second processing of the speaking skill; it refers to the learner's ability of processing information rapidly in the mind, i.e. the time speakers get information, they should be ready to response to the others' talk.

2.3. The Importance of the Speaking Skill

The mastery of the four skills writing, reading, listening and speaking in English language is very important. , The latter is given the priority for EFL learners, since the first and the last aim behind learning a foreign language is in order to be able to communicate within that language. Many years ago, the speaking skill had been strongly neglected until the 1970,s where new approaches appeared to put the light and give importance to the speaking skill. According to Ur (2000 , 12) ‘‘Among all the language learning and teaching skills :writing, reading, listening and speaking ; the latter is regarded to be the most important one since people who know a language are referred to us as ‘speakers’’ of the language . In other words, as if speakers included all other kinds of knowing .i.e. speaking skill is the first and the most significant skill that improves the learner's acquisition of that language.

Moreover, we learn a language in order to speak it, Thus the learner's success is measured through the speaking ability towards the target language .i.e. if an EFL learner has mastered the speaking skill means that the other skills listening, reading and writing have already been successfully acquired. Hence, EFL learner's success is based on how well they have improved their spoken language. Whenever, an EFL learner makes a progress in oral skill he or she will be closed to acquire the target language successfully.

We often judge language learners on the way they speak, though they are not enough competent in other skills. Nunan (1990, 13) believes that the success of foreign language learners is measured in terms of their ability in mastering the speaking skill. Learners are asked to hold different conversation with the ability of knowing how to express their feeling thoughts and ideas to fulfill several functions in the target language.

2.6. Types of Speaking

As far as the speaking skill is concerned; Brown (2004) has named five main types of speaking: imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

The first type is called imitative speaking, as the name refers ‘imitation’ it is the ability to repeat or parrot back the other’s speech as words; phrases or sentences. The important thing here is to focus on pronunciation; students practice an intonation and focus on some particular element of language. Hence, the teacher’s duty here is to use drilling in the teaching process for the reason of expose students to listen and repeat some words or sentences. The second type of speaking is intensive; it focuses of the student’s performance through which they practice some phonological and grammatical aspects of language. It usually involves students to perform tasks in pairs (group work), for instance, reading aloud that includes reading passages, reading a conversation or a dialogue with a partner in turn, reading information for chart, etc.

Moreover, responsive speaking is one type of speaking that demands interaction from both the teacher and the student : like simple request, small talk, comments and short conversations in order to preserve authenticity with only one or two following up questions or retorts as Brown (2004, 142) shown in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine-fifteen.

In addition, interactive speaking is the type that involves two forms of languages; transactional language and interpersonal language. The former aims at exchanging specific information whereas the latter has the purpose of maintaining social relationships. (Brown, 2004, 142). This form of language is called interpersonal where oral production can become more complex with the use colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities. Finally, extensive **is** the last type of speaking, is called also monologue. For Brown (2004, 142) this type consists of speeches, oral performances and story-telling, However; this type of speaking involves a style of language which is more formal for extensive tasks.

2.4. Characteristics of Speaking

Speaking the target language is based upon fluency and accuracy. Richards and Rodgers (2001, 157) argued that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”. Hence competent learners are judged not by their knowledge about that language however, by being appropriate when performing oral tasks. Thus accuracy which is represented in the triangle of grammar, vocabulary and pronunciation is highly crucial to develop communicative competence. So EFL learners are asked to focus on fluency as well as accuracy.

2.4.1. Fluency

Fluency is regarded as a very important characteristic of a speaker’s performance, since the learner’s success in the target language is measured through how well they have improved their speaking abilities. Tricia (2000, 54) states that “Fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showiness, or undue hesitation”. In other words, it refers to the EFL learner’s ability to respond in a coherent way through words, phrases and sentences appropriately, pronounce the sounds clearly, using stress and intonation in a smooth way.

Second language learners think that fluency refers to the ability of speaking too fast without pauses .Hughes (2002) explains that fluency is the learner’s ability to express themselves in a clear and accurate way without too much hesitation. This means that speaking too fast does not mean that we are fluent learners also need to pause from time to time in order to let the interlocutors catch what they said.

2.4.2. Accuracy

Most of the EFL learners think that speaking English very well refers to the ability of being ‘fluent’. However, nowadays teachers focus more on the term accuracy in their teaching. As cited in (Ellis and Barkhuizen 2005, 139), Skehan (1996, 23) believes that ‘accuracy’ refers “to how well one’s speech is produced in relation to the rule system of the target language”. Therefore; EFL learners should not focus only on performing fluent speech, but also to their speech correctness and appropriateness taking into consideration: the grammatical rules of the language, vocabulary and pronunciation.

2.4.3. Grammar

This characteristic of speaking is also regarded as an important factor in the EFL students oral performances. According to Hughes (2002), the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure, which involves the length and the complexity of the utterances in addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. This means that the grammatical side of the language should not be neglected by the learners since it show their proficiency in speaking as well as their competency in different speech situations .Thornbury (2005) lists the some features of spoken grammar that must be taken into consideration such: Clause is the basic unit of construction, clauses are usually added (co-ordinate), head+ body+ tail construction, direct speech favored, a lot of ellipsis, many question tags and performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends).

2.4.4. Vocabulary

Achieving accuracy in terms of vocabulary refers to the appropriate selection of words during speaking tasks. According to Harmer (2001), the knowledge of the word classes also allows speakers to perform well formed utterances. However, EFL students find many difficulties in terms of expressing what they want, their ideas, thoughts and notions because they lack the appropriate vocabulary to fulfill their needs or they may use incorrect synonyms which do not carry the same meaning in all contexts. Students then have to improve their vocabulary to be able to use words and expressions accurately.

2.4.5. Pronunciation

English language has been largely considered as a difficult language for both native and non native speakers. EFL learners who want to develop their speaking performance have to practice pronunciation overall. They should be aware of the different sounds and their features and where they are made in ones' mouth; they have also to be aware of where the words should be stressed, when to use raising intonation and when to use a falling one. This entire criterion will help them to enhance their pronunciation as well as making them effective speakers of the target language. The teacher's role here to encourage students at using different materials that help them to perform appropriate pronunciation by providing them with authentic materials.

2.5. Difficulties in Speaking Faced by EFL Learners

There is no doubt that learning to speak a second / foreign language seems to be quite difficult comparing it with speaking the mother tongue. Most of the EFL learners fail to communicate and to express their ideas, emotions, thoughts, beliefs and feelings successfully in the target language due to the difficulties they may face. Luoma (2004, 1) states that “Speaking in foreign language is very difficult and competence in speaking takes a long time to develop “. Speaking in EFL classes is not an easy process to be developed, because is not based on learning only the grammatical rules. However, to be able to interact with people appropriately in different social and cultural situation; Brown (2000, 270) claims that there are eight difficulties faced by most EFL learners while practicing the speaking skill:

First, clustering is one of the difficulties that any EFL learner may face in pronouncing the cluster of the sounds / letters. For instance the name of the British actor: Peter Postlethwaite. Or they may divide their speech in terms of words, by making pauses. Brown (2007, 270), believes that fluent speech is “ phrasal” but not “word by word” utterance. Second, redundancy also is one of the problems that makes the process of speaking uneasy for the learners, because the spoken language contains several redundant forms such as (you see, well, oh yeah, I mean /etc). Those forms are generally used to manage the spoken discourse. This means, start a conversation, to hold a turn, to explain, to pass a turn and to end a conversation.

Furthermore, it is obvious that EFL learners find difficulties to get used to colloquial language. Such as: slang words, idioms, cultural knowledge. Those forms of language are found in authentic language used in speech situation by native speakers. Hence teachers are asked to enhance their learner’s motivation to utilize these forms. In addition, rate of delivery is an issue for the students when they are faced by slow or fast speech used by native speakers, they may find themselves unable to understand. Thus teacher should provide their students with authentic materials in order to overcome the difficulties they may face. Moreover, stress, rhythm, intonation , all these language features may confuse EFL learners in both cases either when they listen, or when they speak the target language.

Finally, interaction is very important in developing EFL learner’s speaking skill for the fact that the more they interact in the target language in different situations the more they

become competent speakers. Otherwise, student progress towards learning the target language cannot be developed.

2.6. Integration between Speaking and Listening

All the language skills listening, reading, speaking and writing complete each other, especially speaking and listening. Widdowson (1978, 59) claims that Speaking is a part of a process where reception and production play a part. This means that there is a strong relationship between these two basic skills. Thus, to achieve a successful communicative competence, learners and teachers should integrate between the two processes; the more we listen the more we develop our speaking skill. So, being good listeners will lead EFL learners to be proficient speakers of the target language. This means that speaking involves both receptive and productive skills; Thus, EFL students will be able to understand the language they are listening. Hence, they will respond appropriately in different situations and also they will become competent users of the target language.

Moreover, Anderson and Lynch (1988, 15) state that “A carefully prepared L2 utterance is only a useful aid to Communication if the speaker can deal effectively with the replies he receives. For the L2 learner in conversation, he needs to be skilled as both speaker and listener”. In other words, to communicate in the target language, students have to pay a great attention on the utterance they hear in order to reply correctly in the target language.

2.7. Assessing Speaking

Testing oral proficiency has become one of the most important issues in language testing since the role of speaking ability has become more central in language teaching (Hartly and Sporing 1999). Assessment used not only to test students, but it is also defined as designing pedagogical activities that guide and help the development of students' capacities in order to use it appropriately. According to Paul Black and Dylan Wiliam(1998,143) assessment refers to all those activities undertaken by teacher and by their students in assessing themselves that provide information to be used as feedback to modify teaching and learning activities .since speaking English as a second language is of great importance to their success within the academic and professional world.

Moreover, assessment is regards as difficult aspects of teaching and knowing how to assess students in order to improve speaking is an essence principle of effective teaching.

Thus, teachers here should assess student's communication elements such as: intonation, rhythm, pausing, timing, inflection, gesturing and facial expression because all these elements are included in the assessment of speaking.

Furthermore, effective assessment for EFL students are done in both individuals situation and group situation in which an open classroom environment where students are free to use oral language provides teachers with the opportunities to monitor how well they are developing there communicative skill. For individual assessment, teachers need to include video and/or audio recording to help the student gain confidence and use prior knowledge and relevant information from the student's native land in lessons, and from time to time they should use visual cues. However, For group assessment, teachers should closely observe the student during class group work and encourage them to participate within discussions.

Conclusion

To sum up, in this chapter we have discussed many concepts related to the speaking skill. An overview about the skill of speaking, its features, importance, characteristics, types and its relationship with the listening skill. In addition to the difficulties that EFL learners are confronted with while speaking tasks. Speaking English as a second/foreign language is not an easy process since EFL learners are faced with new language features, pronunciation, intonation and rate of delivery. Thus, learners have to engage into communicative situations so that they can be effective speakers as much as they are exposed to real life language. To conclude, to master the skill of speaking EFL learners should not focus on the theoretical side of the language rather then, the ability of applying these rules into reality. Hence learners may achieve competency in speaking.

CHAPTER THREE

Analysis of the Results

Chapter Three

Analysis of the Results

Introduction

This chapter presents the results and the analysis which consists of the students' questionnaire and the teacher's interview investigating the learner's attitudes about the effectiveness of using authentic materials in enhancing EFL students speaking abilities. The case study includes 40 participants from B1, B2 levels and 02 teachers from the "Intensive Language Teaching Center ". Finally, this chapter concludes with the discussion and the interpretation of the results that are obtained from both the two research tools.

3.1. Aim of the Questionnaire

The structured questionnaire aims at finding the participants' attitudes towards the use of authentic materials for the development of their speaking proficiency; whereas, the semi-structured interview was devoted the teachers to see their points of view about the use of these materials. The questionnaire contains 22 items divided into three sections; Each of these section contains open and closed questions but are related to the area of the research.

3.2. Description of the Questionnaire and the interview

3.2.1. Section One

Entitled "Background information" contains 02 questions; it namely represents overview about the students' English language levels and self description.

3.2.2. Section Two

Entitled "Students attitudes toward the use of authentic materials in speaking contains 09 questions. This part of the questionnaire focused on the importance of authentic materials as teaching tools in developing the learner's speaking abilities.

3.2.3. Section Three

Entitled “Speaking the Target language contains 10 questions; it states participants’ perception on their Target Language use and importance.

3.3. Administration of the Questionnaire

The students’ questionnaire was administered to the B1 and B2 levels at ‘‘The Intensive Teaching Language Center’. A sample of fifty (50) participants out of eighty (80) were chosen randomly from the two levels. The questionnaire were administered to the participants during their sessions then , informants’ responses were collected in order to be analyzed.

Once the questionnaire was collected, they were filtered and checked to remove every invalid copy or incoherent answers, 06 copies were eliminated because they were incompletely answered and 04 copies were not brought back by the informants. Students’ questionnaire was made up of 03 sections. These sections aimed at providing the respondents with the opportunity to express their view points and attitudes about their teaching materials in the development of their speaking abilities .The information retracted form these sections are going to be taken into consideration as a basis data for the study. The questionnaire contains 22 items divided into three sections. Each one represents different questions but related to the area of the research.

3.4. Piloting the Survey Questionnaire

It is highly significant for the researcher to pilot his questionnaire, to be able to identify what is inappropriate and useless for the area of the research. Thus, the research can add an omit questions that may lead to biased answers which does not suit the aim of his work. 5 informants of our sample were given the questionnaire to see whether there are ambiguous or difficult questions. After doing the pilot study we have arrived that respondents do not like to answer some questions that contains giving some examples or justifications. Hence the work has been modified according to the piloted answers.

3.1. Analysis for Students ‘Questionnaires

Section one: “Background information”

Item 01: How is your Level in the English Language?

Options	Participants	Percentages
Very good	5	12%
Good	26	65%
Average	7	18%
I don't know	2	5%
Total	40	100%

Table 3.1: Students perception about their English Language level.

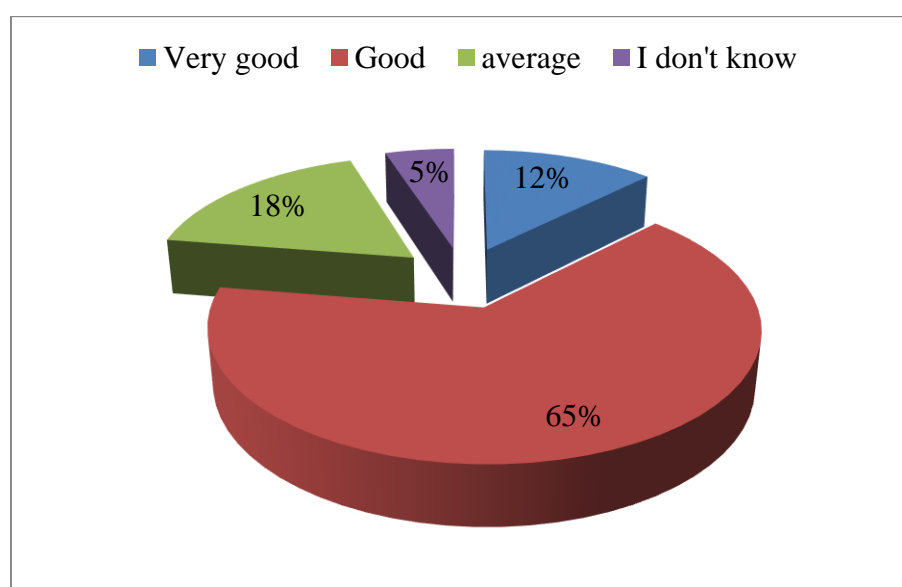


Figure 3.1: Students perception about their English Language Level.

According to the sample's analysis, participants' answers shown that their level in the English language is acceptable. 5 others (13%) said that their level is very good and 26 learners (65%) said that their level in good other informants 7 (18%) think that their level is average. 2 (5%) remaining students said that they are not sure of their level just yet.

Item 02: Are you good at ?

Options	Participants	Percentages
Listening	6	15%
Speaking	29	72%
Reading	3	8%
Writing	2	5%
Total	40	100%

Table 3.2: Students' Perception about their Skills.

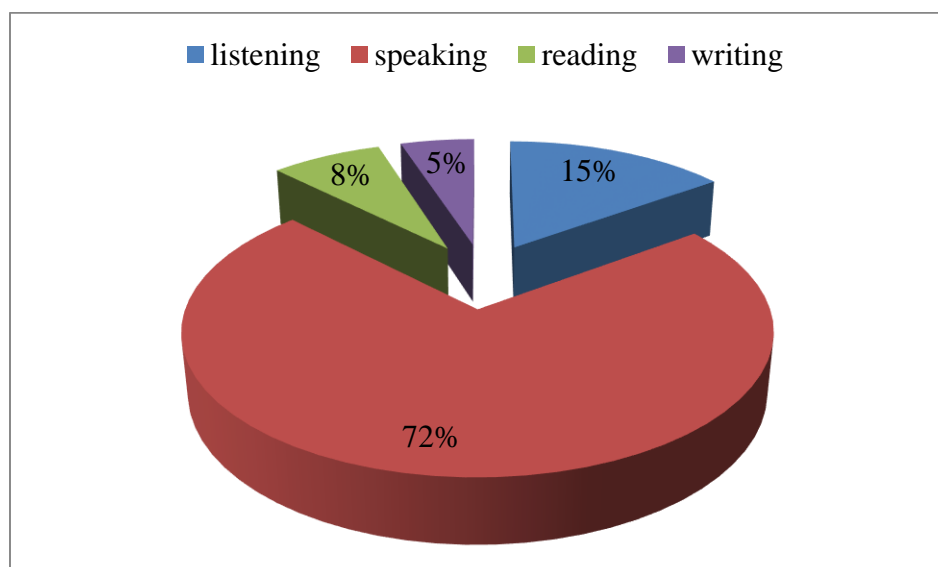


Figure 3.2: Students' Perception about their Skills.

In this item, participants were asked about their language skills, 6 respondents (15%) out of 40 (100%) have answered that they are good at the listening skill rather than the

other skills .Whereas, 29 others (72%) think that they are good in terms of speaking the target language and it was the highest percentage given by the participants. 3 of the participants (8%) have answered that they are good at reading and the last 2 informants (5%) have said that they perform well in writing tasks, so they think that they are good writers.

Section Two : The Students’ Attitudes Toward Using Authentic Materials in EFL Classes .

Item 03: Which Teaching Material Do you Think is the Best to Develop your Speaking Skill?

Options	Participants	Percentages
Non Authentic Materials	2	5%
Authentic Materials	38	95%
Total	40	100%

Tabele3.3: The Students’ Preferable Teaching Materials.

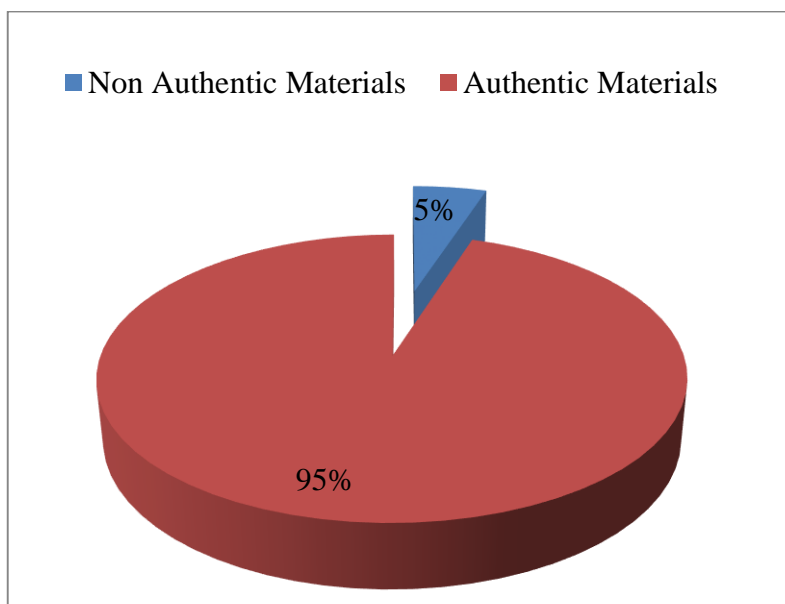


Figure 3.3: The Students’ Preferable Teaching Materials

In this item, the participants' answers were between two options. The first one which represents the use of non-authentic materials in developing EFL learners' speaking abilities where only 2 of the participants (5%) who have chosen this option as a suitable teaching method for them. However, the second rest of the participants have chosen the second option which represents the use of authentic materials for better achievement of the EFL students' speaking skill. Thus, 38 participants (95%) think that authentic materials are the best for the fulfillment of successful speaking performances.

Item04: Why did you choose to study English in the Intensive Language Teaching Centre?

Option	Participants	Percentages
I want to speak English like native speakers	12	30%
I need it in my further studies	2	5%
Because they provide me with authentic materials	18	45%
I can speak English fluently and accurately	6	15%
It gives me the opportunity to speak as much as I want	2	5%
Total	40	100%

Table3.4: The Students' Perception about Choosing to Study in the Intensive Language Teaching Centre.

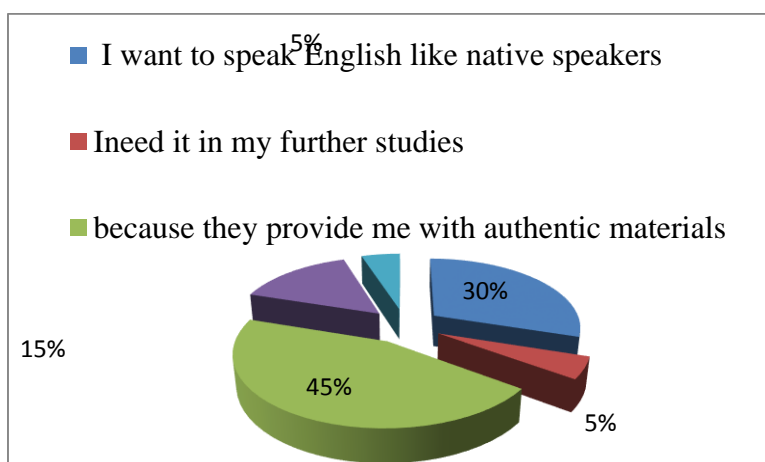


Figure3.4: The Students' Perception About Choosing to Study in the Intensive Language Teaching Centre.

According to table 3.4, participants' attitudes were expressed differently; 12 participants (30%) have said that they choose to study English language in the center because they want to speak English like native speakers. 2 others (5%) have answered that they need it in their further studies, so they choose to study in the center to improve their English language proficiency and then students will obtain a certificate that confirms that they have reached certain level. Moreover, a majority 18 (45%) of the informants have answered that the center provides them with authentic materials. This statistic has shown that students are attracted with the program they are provided with .Furthermore, from other participants' points of view 6 (15%) who's intention was to be able to speak English fluently and accurately .Finally, 2 students (5%) think that the centers' teachers give them the opportunity to speak as much as they want.

Item05: Does your Teacher Provide you with Authentic Materials in the Classroom ?

Option	Participants	Percentages
Yes	39	98%
No	1	2%
Total	40	100%

Table3.5: The Students' Perception whether their Teachers provide them with Authentic Materials.

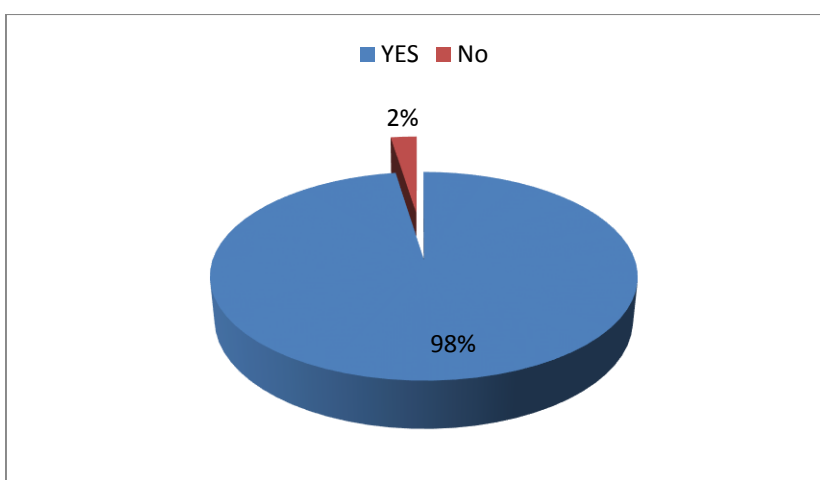


Figure3.5: The Students' Perception whether their Teachers provide them with Authentic Materials.

Item06: What are the Most Useful Materials you Prefer to Use?

Options	Participants	Percentages
Video(s)	13	33%
Language laboratory	9	23%
Songs	10	25%
Shadowing	8	20%
Total	40	100%

Table3.6: The Students' Perception the Use of the Most Preferable Materials they Like to Use in the Classroom.

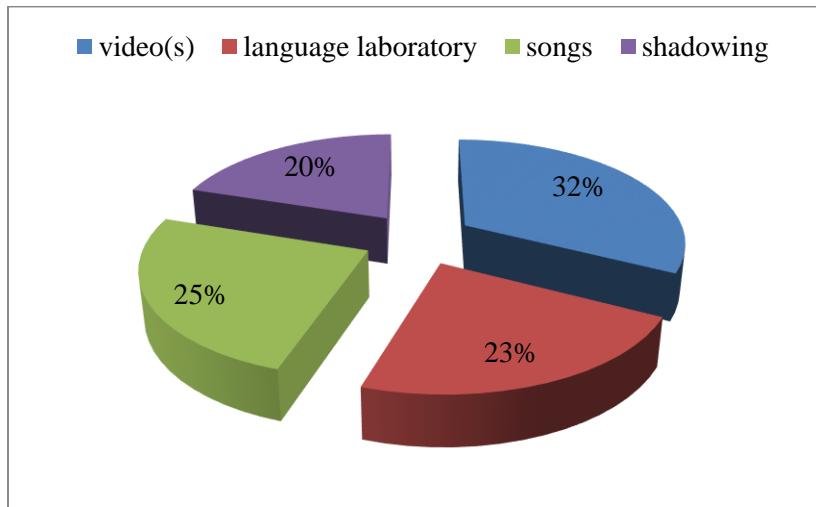


Figure3.6: The Students' Perception The Use of the Most Preferable Materials they Like to Use in the Classroom.

This question were asked to participants to investigate their points of view about their most preferable materials used in the classroom .13 students (33%) think that for them video(s) is/ are the most preferable material in the classroom .However , 9 (23%) students said that language laboratory is the best technique for teaching English language because they can interact with the teacher , with their classmates and even in pairs or/ and group

work. 10 others (25%) think that songs are most useful as a material of teaching because they learn through listening to these songs and at the same time they find it enjoyable and motivating . Moreover, 8 students (20%) answered that shadowing is the most preferable technique that will enable them to learn English language as native speakers since they in this way teaching, students are asked to repeat or to shadow after the speaker, so it is a kind of imitation other native speakers' speeches to improve their speaking proficiency .

Item07: Does These Materials Help you to Improve your Speaking Skill?

Options	Participants	Percentages
Yes	39	98%
No	1	2%
Total	40	100%

Table3.7: The Students' Perception about whether Authentic Materials Improves their Speaking Skill.

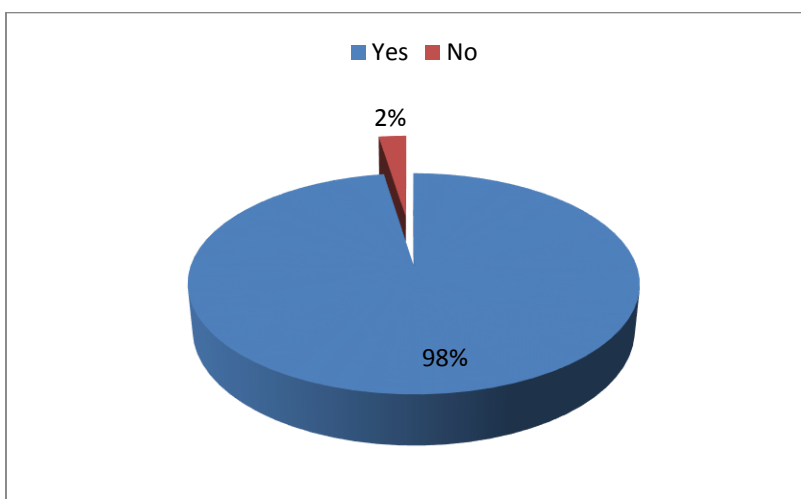


Figure3.7: The Students' Perception about Whether Authentic Materials Improves Their Speaking Skill .

The analysis of the participants' answers have shown that the majority of our sample 39 (98%) said that the use of authentic materials in EFL classes is the best to improve their speaking abilities. Whereas, only 1 respondent (2%) who said that non authentic materials

develop his / her speaking abilities. This really shows that students are aware about the importance of using authentic materials in EFL classes in enhancing their speaking abilities since they are provided with genuine practice. The majority of the informants who have given the importance to the use of authentic materials in developing their speaking skill agreed in some points in their justifications. Most of them think that authentic materials enable them to know how do native speakers utter and pronounce words appropriately through the use of videos and songs .some others have said that they prefer the use authentic materials (AM) because they rely on them. When listening to native speakers help them to reduce their mistakes especially in terms of pronunciation. However the minority, 1 participant who have answered that the /she prefers no authentic materials to develop his /her speaking abilities because he or she cannot understand when hi/she listens to native speakers when they are talking to each other.

Item08: Does your Teacher Support you to Use Authentic Materials?

Options	Participants	Percentages
Yes	38	95%
No	2	5%
Total	40	100%

Table3.8: The Student’s Perception about the Use of Authentic Materials.

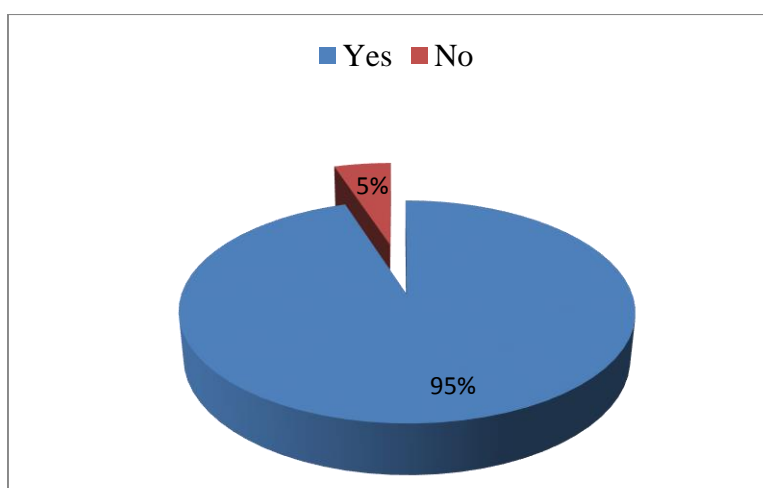


Figure3.8: The Student’s Perception about the Use of Authentic Materials.

In this item respondents were asked whether their teachers support them to use authentic materials in the classroom or not. This data shown that 38 participants' answers (95%) were positive i.e. teachers encourage students for the use of genuine materials. The teachers' role here is very important for making students aware about the appropriate material that suits their needs. However, only 2 (5%) participants who said that their teachers do not support them to deal with authentic materials.

Item09: Do you Use the because they?

Options	Participants	Percentages
Motivate you	16	40%
Suit your needs	11	27%
Help you to deal with different skills	13	33%
Total	40	100%

Table3.9: The Student's Reasons for Choosing Authentic Material.

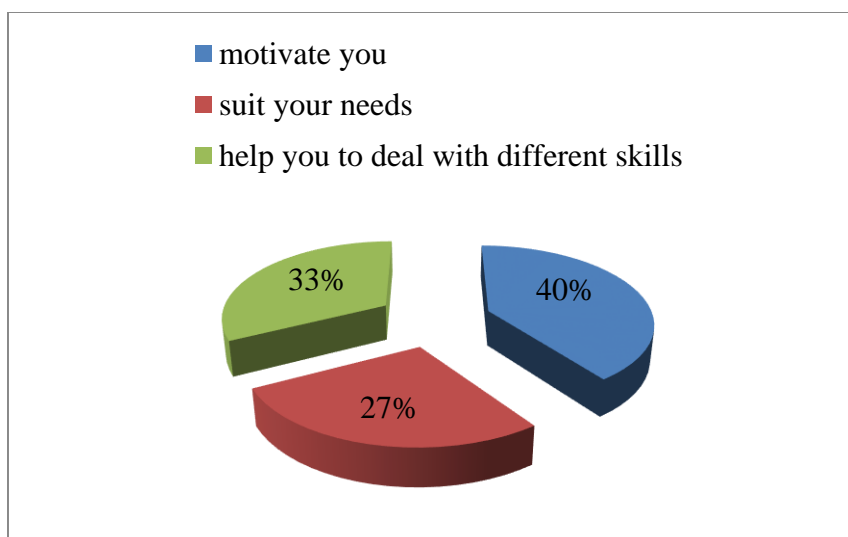


Figure3.9: The Student's Reasons for Choosing Authentic Material.

In this item, participants were asked about their attitudes towards the benefit of authentic materials. A majority of 16 (40%) informants think that genuine materials motivate them .11 (27%) learners' points of view is that these materials suit their needs. Whereas, 13 remaining participants (33%) think that the use of authentic materials help them to deal with different skills of language. Although participants' answers were

differently expressed, they all have a positive impression towards the use of authentic materials in their classes.

Item10: What is your Attitude towards these Materials in Developing the Speaking Skill?

Options	Participants	Percentages
Positive	40	100%
Negative	00	0%
Total	40	100%

Table3.10: The Students Attitudes Towards these Materials in Developing their Speaking Skill .

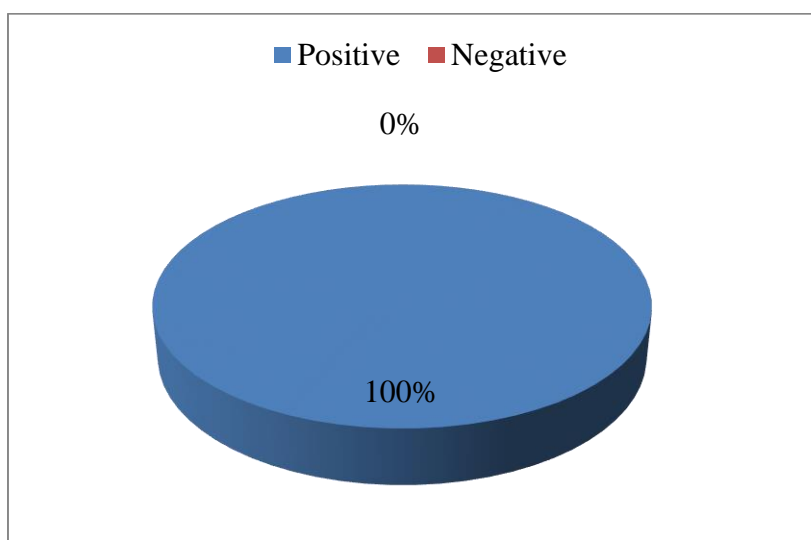


Figure3.10: The Students Attitudes towards these Materials in Developing their Speaking Skill.

According to table number 3.10, All the respondents 40 (100%) said that their attitudes towards these materials were positive. This means that 00 (0%) none of the students said that their attitudes were expressed negatively .We have noticed that participants’ answers were totally with the use of authentic materials (AM) in their EFL classes because they are aware about its necessity in increasing their speaking abilities .

Item11: Do you Think that Competency in Communication in English is Very Necessar ?

Options	Participants	Percentages
Yes	40	100%
No	0	0%
total	40	100%

Table3.11: The Students’ Perception Whether Competency in Communication in English is Very Necessary.

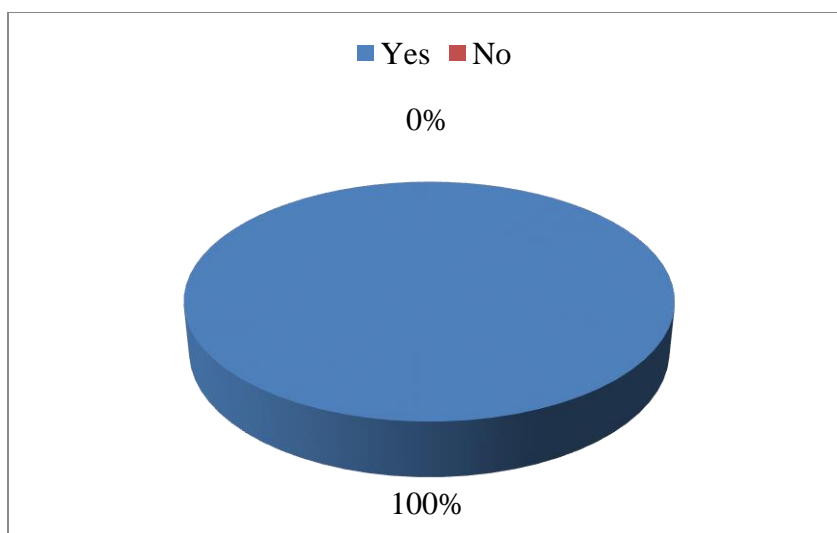


Figure3.11: The Students’ Perception whether Competency in Communication in English is Very Necessary.

This item shows informants’ perception about whether competency in communication is very necessary in learning English language .All participants 40 (100%) answered with ‘Yes’; This means that the whole sample agreed that competency in communication is highly important in learning the English language .Whereas , no one 00 (0%) has ticked the second option ‘ No ‘ . Respondents were asked about the importance of communicative competence in learning the target language all of them answered positively. Participants have justified their choice differently; however, their explanations were approximately the same. They said if EFL learners are not competent in the target langue they will not be able to avoid break downs in communication. In addition, participants think that being communicatively competent is the key for developing EFL learners’ oral performances.

Item12: Does your Teacher provide you with Interactive Techniques?

Options	Participants	Percentages
Yes	36	90%
No	4	10%
Total	40	100%

Table3.12: The Students' Perception about Using Interactive Techniques.

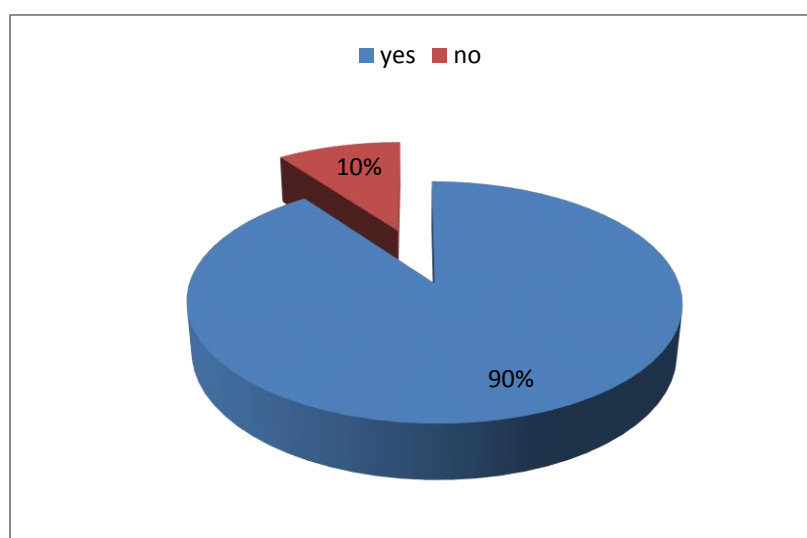


Figure3.12: The Students' Perception about Using Interactive Techniques.

In this question, a majority of 36 informants (90%) answered with 'Yes'; which means that their teachers use interactive techniques. 4 remaining students (10%) said 'No' their teachers ignore interaction in the classroom . According to this item, participants who said that their teachers provide them with interactive techniques gave different examples such as : pair work , group work ,discussion , role plays and oral performances . Hence one can notice that the center's teachers are doing their best to make their students talkative as much as they can; thus, enhance the learners' enthusiasm to speak the target language.

Item13: Are You Interested to Speak Like Native Speakers?

Options	Participants	Percentages
Yes	40	100%
No	0	0%
Total	40	100%

Table3.13: The Students' Attitude towards Speaking Like Native Speakers .

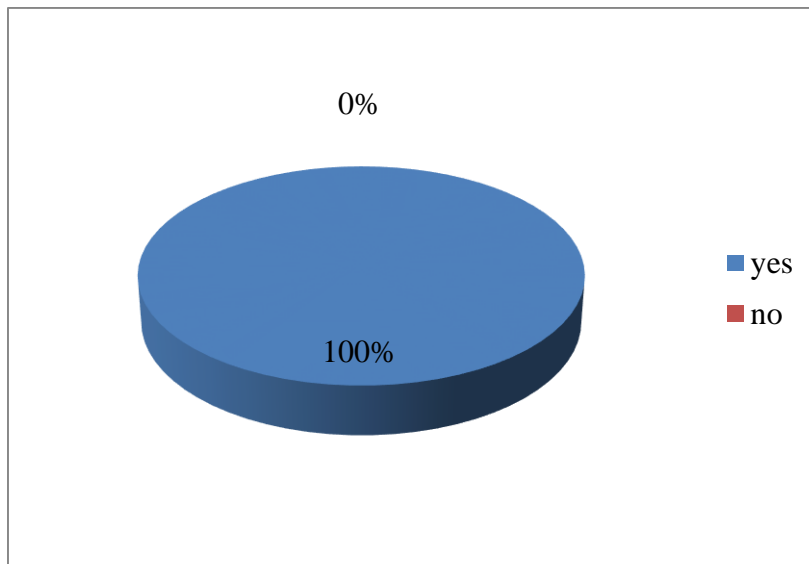


Figure3.13: The Students' Attitude towards Speaking Like Native Speakers.

According to this item, all the informants' answers were positive, when they were asked about whether they want to speak like native speakers. all 40 participants (100%) said that they want to speak like native speakers ; However , no one's answer were 'No' . From this item we recognized that students were seeking for speaking the real language since it is up to date language.

Item14: Does your Teacher of English give you the Opportunity to Speak?

Options	Participants	Percentages
Yes	39	98%
No	1	2%
Total	40	100%

Table3.14: Students Who Have the Opportunity to Speak in the Classroom.

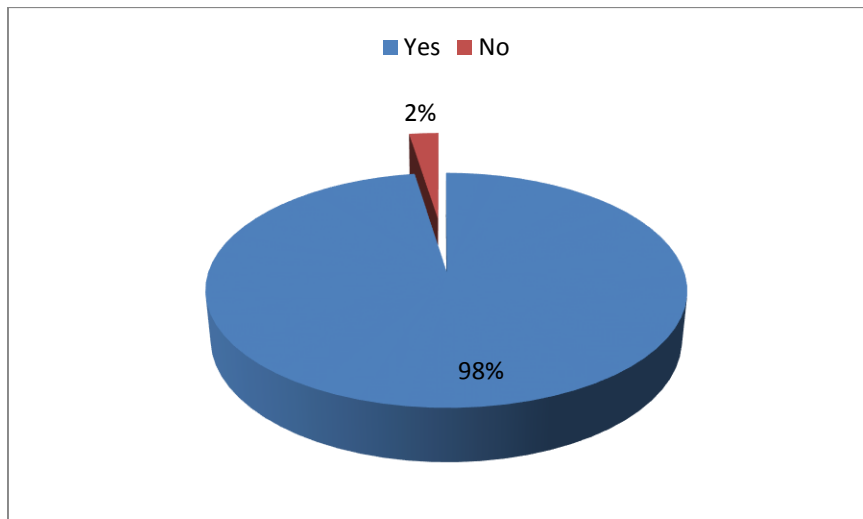


Figure3.14: Students Who Have the Opportunity to Speak in the Classroom.

In this item, participants were asked whether they are given the opportunity by their teachers to speak in their classes or not. Most of the respondents 39 (98%) answered that their teachers give them the opportunity to speak in the classroom .Whereas, 1 (2%) the remaining participant answered negatively by ‘No’. We have noticed that the majority of the informants were given the opportunity to speak; thus, they can express their ideas thoughts and feeling whenever they want. This reflects that the center’s teachers are aware about their student’s needs and wants.

Item15: How Often Do You Speak English in The Classroom?

Options	Participants	Percentages
Always	11	27%
Veryoften	16	40%
Somtimes	13	33%
Never	0	0%
Total	40	100%

Table3.15: The Students’ English Usage in the Classroom .

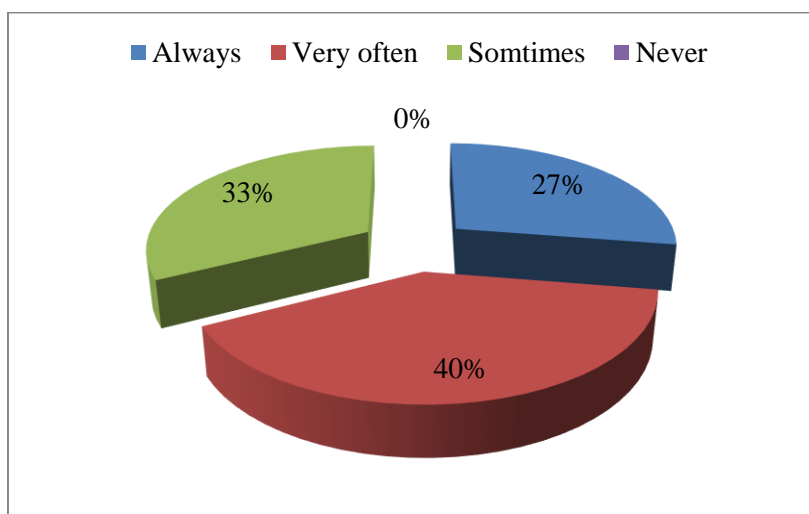


Figure3.15: The Students’ English Usage in the Classroom.

According to table 15 informants were asked how often do they speak the target language in the classroom .11 participants (27%) said that their teachers give them ‘always’ the chance to speak in the classroom. Others, 16 students (40%) said that they speak the target language in their classes ‘very often’. 13 remaining participants (33%) said that teachers give them ‘sometimes the opportunity to speak inside the classroom. However, no one has chosen the fourth option ‘never’. From the above table (15) we can

notice that EFL learners are given the chance to express themselves at list when they want to say something.

Item16: Which One of these Difficulties do you Find While Speaking?

Options	Participants	Percentages
Rate of delivery	14	35%
The speaker's intonation	7	17%
Lack of Vocabulary	8	20%
Colloquial Language	11	28%
Total	40	100%

Table3.16 : The students’ Speaking Difficulties While Speaking .

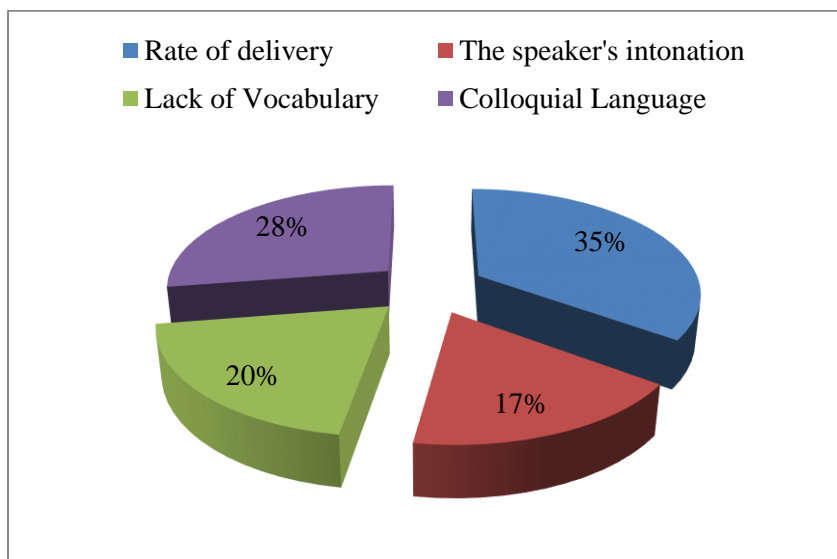


Figure3.16: The students’ Speaking Difficulties While Speaking.

The analysis of samples’ answers shows that 14 participants (35%) have answered that the difficulty they face while speaking the target language is The rate of delivery . 7 others (17%) said that they find difficulty in the speakers’ intonation especially when they listen to native speakers or when trying to speak the target language . Moreover , 8 participants (20%) answered that their difficulties in speaking the target language is due to their lack of vocabulary ; This means when students have several ideas but they cannot express them

orally because they have a poor luggage of vocabulary . 11 remaining students (28%) think that their problems in speaking is due to colloquial language .

Item17 : Is The Skill of Speaking Important in Learning English Language ?

Options	Participants	Percentages
StrongyAgree	37	92%
Agree	3	8%
StrongyDisagree	00	0%
Disagree	00	0%
Total	40	100%

Table3.17: The Students’ Perception of the Importance Speaking in Learning English Language.

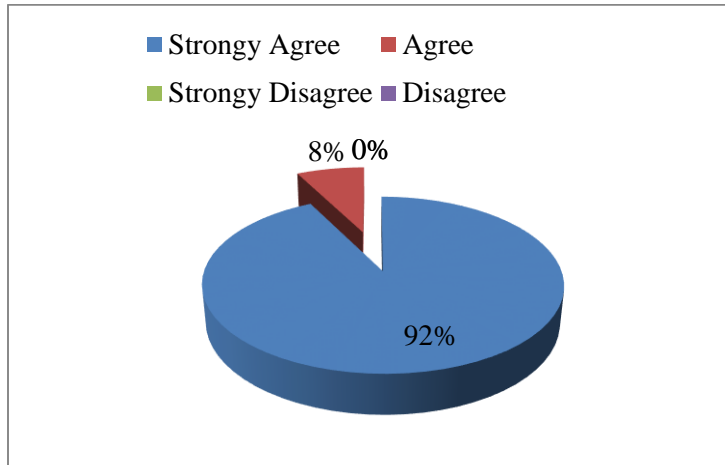


Figure3.17: The Students’ Perception of the Importance of Speaking in Learning English Language.

According to table 3.17, most of the informants 37 (92%) have answered that they ‘strongly agree ‘that in order to learn a language they have t speak it. 3 remaining participants (8%) agree that speaking is a significant skill in acquiring the target language . No one disagreed with this item which shows respondents’ awareness of the significance of talking in the target language to better master it.

Item18 : Who Speaks the Most in the Classroom ?

Options	Participants	Percentages
The Teacher	26	65%
The Student	14	35%
Total	40	100%

Table3.18 : The Students' Perception of Who Speaks the Most in the Classroom .

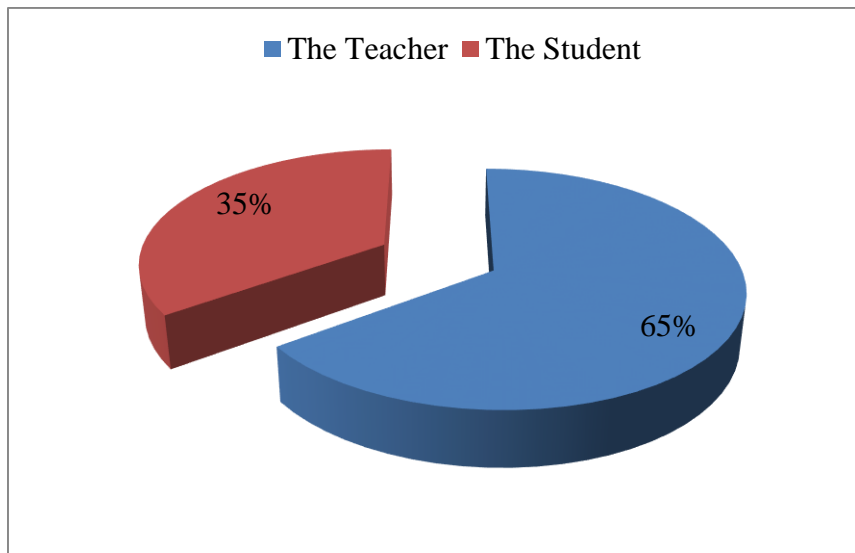


Figure3.18 : The Students' Perception of Who Speaks the Most in the Classroom .

According to this item, participants were asked about who does the most of the talk in the classroom. 26 students (65%) have answered that the teacher is the one who speaks the most in the class; however, 16 (35%) remaining respondents said that they speak more than their teachers. One can obviously notice that teachers are still the kings of their sessions; however, 35 % of the participants' chances to speak in the classroom are also considerable.

Item19 : Do you Have Self-Confidence Towards Speaking English in the Classroom ?

Options	Participants	Percentages
Yes	35	87%
No	5	13%
Total	40	100%

Table3.19 : The Students' Perception their Self-Confidence Toward Speaking English in the Classroom .

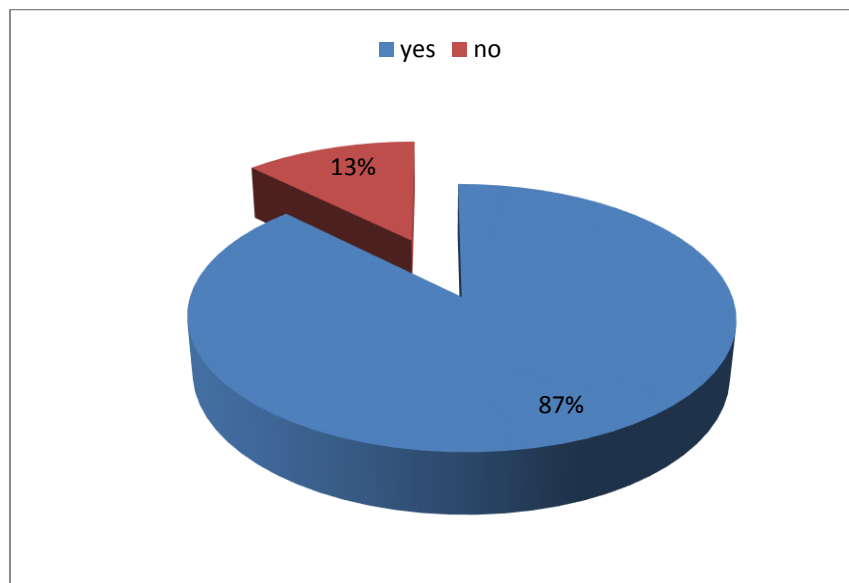


Figure3.19: The Students' Perception their Self-Confidence Toward Speaking English in the Classroom.

This item shows participants' attitudes about their self-confidence towards speaking the target language in the classroom. A majority of 35 informants (87%) said that they have self-confidence when speaking the target language. However, 5 remaining students (13%) answered that they do not have self-esteem in talking the target language. This obviously shows that students who have self-confidence feel relaxed and at ease when speaking the target language, since they are not slaves to marks and grades. Thus; what reflects their level on the acquired language.

Item20 : How Do you Feel When your Teacher Corrects your Mistakes While you Are Speaking ?

Options	Participants	Percentages
You prefer that	36	90%
You feel shy	3	7%
It bothers you	1	3%
No need for that	00	0%
Total	40	100%

Table3.20 : The Students Perception When the Teacher Corrects their Mistakes While they are Speaking .



Figure3.20: The Students Perception When the Teacher Corrects their Mistakes While They are Speaking.

This item reflects participants' attitudes when their teachers correct their mistakes while they are talking. Most of the respondents 36 (90%) have said that they prefer when their teachers correct their mistakes during speaking tasks. 3 others (7%) think that teachers' correction of their mistakes make them feel shy. 1 remaining informant (3%) answered that the teachers' correction bothers him /her . However, none of the participants have said that no need for the teachers correction. Students who have said that it is preferable when their

teachers correct their mistakes during their oral productions think that the teacher is the one who knows his/ her students pitfalls, so it is worth to correct their mistakes when needed. Whereas, participants who feel shy towards their teachers' correction of their errors and mistakes; they have said that they will not participate again because of their shyness due to their teachers' correction. The remaining informants who answered that their teachers' corrections bother them. Said that it is not suitable for them, they prefer to finish their ideas then, the teacher corrects them.

Item21 : Do you Think that Student's Failure to Speak in the Classroom is Due to ?

Options	Participants	Percentages
Lack of Accuracy	4	10%
Lack of Fluency	9	22%
Lack of Vocabulary	11	28%
Lack of Grammar	8	20%
Lack of Pronunciation	6	15%
All of The Above	2	5%
Total	40	100%

Table3.21: The Students' Perception about their Failure to Speak in the Classroom.

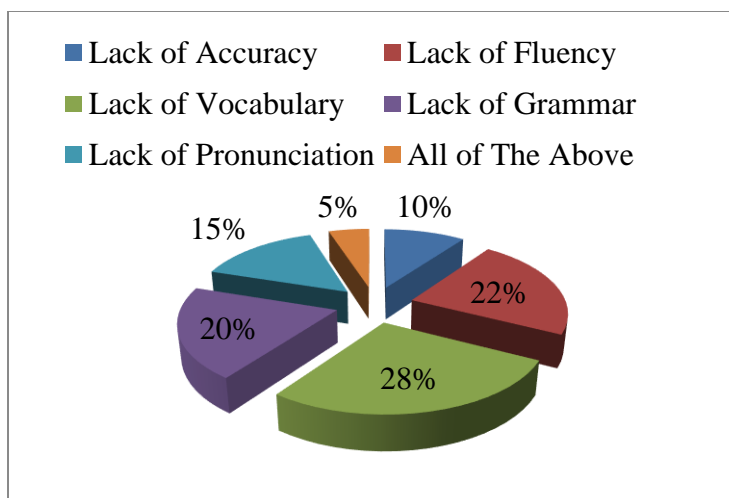


Figure3.21: The Students' Perception about their Failure to Speak in the Classroom.

In this item, participants were asked about the reasons of their failure in speaking the target language in the classroom. 4 informants (10%) think that their failure in speaking the target language is due to their lack of accuracy. 9 respondents (22%) answered that their failure is due to the lack of fluency . 11 others (28%) think that their inability of speaking the target language is because of their lack of vocabulary.

Item22: What Do You Suggest For Your Teacher To Improve Your Speaking Skill?

In the last item, participants were asked about their suggestion for their teachers to improve their speaking skill. Only few informants who have answered this open question; They suggest for their teachers to provide them with oral tests in order to assess their speaking proficiency and also to develop their pronunciation for better improvements of the learnt skill.

3.4. Interpretation of the Results

From the analysis of the data provided by the students' questionnaire, the researcher has arrived to this interpretation:

This research population contains mature students, Thus participants' answers reflects their awareness of what's going around them. The majority of the students have shown that interest in learning in speaking the target language. This improves their awareness about the importance of speaking the English language since the first and the last aim behind learning languages is in order to speak it. It was found out that participants gave a high significance for the use of the new teaching methods as the one they are provided with (authentic materials). However, some of the B1 and B2 students are still have problems concerning native speaker's intonation, pronunciation and other difficulties in language. Nevertheless, they are still doing their best to be as much as they can like natives by shadowing after genuine speeches. Moreover, participant's attitudes shown that they are aware about their mistakes where most of them prefer their teachers' corrections to improve their English language level. Finally, it was confirmed that the center's success is due to the new method of teaching and opportunities given by teachers for their students to speak in the classroom as much as they want.

Teachers' Interviews

Introduction

In order to investigate whether teachers who work at the Intensive Language Teaching Center use authentic materials in their EFL classes and their opinion about its effectiveness in developing learners' speaking proficiency .we conducted this semi-structured interview for teachers to explore their opinions concerning the importance of genuine materials in enhancing EFL learners' speaking ability.

3.1 . 3. Design and Description of the Teachers' Interviews

The teachers' interview was administered to 3 teachers at the Intensive Language Teaching Center of Mohamed Kheider University –Biskra. It consists of 6 open questions where teachers were requested to give explanations or specifications. This interview was conducted with 2 teachers of B1 and B2 levels. Our interviewees were asked at the beginning about their currently held degree to see if the high degrees are needed or just being a fluent and accurate speaker is enough to teach the speaking skill, then , the choice to teach in Intensive Language Teaching Center and not elsewhere

3.2. Analysis of Teacher's interview

After conducting the informants' interview, we have noticed that the 02 teachers' attitudes were expressed differently, but within the same area of this research. Teacher one was asked a couple of questions (06) concerning the use of authentic materials in their EFL classes. Hence we got to these answers:

Question one: What is the degree you currently held?

Teacher one: Master degree

Teacher two: Master degree

.Question Two: Why have you Chosen to Teach English at the Intensive Language Teaching Center and not elsewhere?

Teacher one: My choice is because of the new teaching materials and the number of the students is not numerous. Thus, students will have more chances and opportunities to speak the target language in the classroom.

Teacher two: It is honestly the first teaching position I was offered and is such a great experience, because everything around here is new and motivating for both me and the learners.

Question Three: In your opinion, what are the reasons that push learners to study English at the Intensive Language Teaching Center?

Teacher one: the reasons that push EFL students to learn the English language at the Intensive Language Teaching Centre is that the atmosphere, that make students relaxed and enjoyed in the classroom and keep them motivated most of the time .Moreover the centre is totally different from other schools of teaching foreign languages, also one among the reasons that pushes the learners is that they are not afraid of marks and grades; however, the first and last aim is to be able to speak the target language as much as they can.

Teacher two: Basically, from what I have seen, people are here because they heard that the center's aim is to make students communicate in the target language most of the time. In addition, Students want to ameliorate their English language level and to be like native speakers.

Question Four: What are the most useful materials do you provide you learners to develop their speaking abilities?

Teacher one: The most useful materials for teaching the target language are such as: the use of visuals and audio-visual techniques, because she thinks that they engage students to interact in the target language in way that help them to acquire the real language.

Teacher two: I actually use different authentic materials according to the learners' needs. Usually I use videos, songs, movies and data show, then I ask them to speak about what they have understand from these authentic support materials. Hence, students are able to express their ideas and thoughts.

Question Five: What are the effects of using authentic materials in the EFL classes?

Teacher one: Authentic materials have great positive effects on learners speaking proficiency. They help them to improve their accent since they are most of the time provided with genuine materials. This means that they are exposed to real language that helps them to enhance their competence in communication in the target language.

Teacher two: Authentic materials are very important; they engage students to real language use, since they provide original and native concepts and usage of the target language.

Question Six: What are the difficulties that faced y learners in speaking the target language?

Teacher one: One of the most difficulties that may be encountered by FLL in speaking the target language is the lack of vocabulary. Student who cannot express their ideas appropriately is due to their lack of vocabulary in the target language. Thus their degree of anxiety will increase. In addition to the student's mother tongue interference that cause problems for them from time to time.

Teacher two: I think that most of the problems faced by learners is generally related to their lack of vocabulary and self confidence.

Question Seven: What do you suggest to your students to improve their speaking proficiency?

Teacher one: I suggest for my students to practice speaking not only inside the classroom but also outside it.

Teacher two: I advice my learners to have fun when learning English language, because the atmosphere really affect their self confidence when presenting oral tasks.

Interpretations of the Teachers' Interview

Although, the interviewees (2 teachers) hold a master degree which means that they are still novice teacher, they are doing their best to help their students become proficient speakers, so, they show more enthusiasm and energy towards teaching the target language. In the first question, the interviewees' answers were positive towards their choice of teaching in the Intensive Language Teaching Center, because they found what they were looking for, which is the new method of teaching and materials availability that keep them and the students motivated all the time. When they were asked about their choice of teaching English at the Intensive Language Teaching Center, we can say that they are interested to teach in the center; it is because of the new methods of teaching availability and suitability of the teaching conditions that enable them to expose EFL learners in the real contexts of language. Moreover, the first interviewees' said that what leads students to come and study in the centre is the relaxed and enjoyable atmosphere where they are motivated most of the time. Whereas, teacher two said that what pushes learners to study in the center is to communicate in the target language since the time allocated for speaking is not limited, so students can speak as much as they want.

Furthermore, the interviewees believe that authentic materials have a great impact on the development of EFL students' speaking proficiency. They interact more with what is concrete and audio-visual such as videos and song, because they attract them and rise their motivation and interest. In question number seven, interviewees said that there are many affect concerning the use of original materials in enhancing the learners' communicative competence; one among the effects is to enable students realize native speakers accent and to aware about what is new and keep changing in the world.

In addition, learners who want to speak the target language, may face some difficulties when it comes to oral production. Among the reasons that may cause them problems is the lack of vocabulary, self esteem, high anxiety and the mother tongue interference. Finally, the two respondents gave their suggestions to their students to develop their proficiency in speaking the target language. They suggested for them to build their self confidence and to speak English in different situations even outside the classroom.

Conclusion

This chapter was divided into two parts. The first one was devoted for the students' questionnaire where findings were analyzed and interpreted through tables and charts; Whereas the second part was for the teachers' interview where we have interpreted the interviewees answers . Both of the informants and teachers were asked to give their opinions about the use of authentic materials in improving their speaking proficiency. The results of both of the students' questionnaire and teachers' interviews' confirm our hypothesis. Hence, teaching English as a foreign language (EFL) requires new techniques that are up to date like genuine materials; however, teachers and learners must be prepared for the use of such materials according to the students' needs level and interest.

GENERAL CONCLUSION AND RECOMMENDATIONS

General Conclusion

Being proficient and competent speakers of the target language have never been an easy task for EFL learners, because enhancing the students' speaking proficiency does not require only memorizing some grammar rules and linguistic structures of the learnt language. However, it involves engaging students to real communication by giving them opportunities to be close to the target language. Thus, the current study aims at helping students develop their oral production and to overcome some of the problems that they may encounter, such as fluency accuracy and intonation. Hence this work demonstrates the effects of implementing authentic materials in developing EFL learners' speaking abilities.

The present dissertation has shed some light on the influence of using genuine materials which are used in the Intensive Language Teaching Centre, for promoting the learner' communicative competence and motivating them to acquire native speakers' accent. Most language teachers recognize the value of using authentic materials for teaching and learning purposes. This reflects their awareness about its importance and opens more doors for future implementations since the purpose of learning the target language is to be able to use it in different speech situations.

On the basis of the data collected and analyzed, the researcher noticed that the research population has shown all the positive views concerning the use of authentic materials in EFL classes. The student's questionnaire has shown that participants' attitudes were in accordance with the variables of this study. This confirms the usefulness of original materials such as video tapes, songs and language laboratory in encouraging students to interact when using the English language; hence, their speaking abilities will be enhanced. While the teachers' interview demonstrates that the materials needed in communicating in the target language are available in long terms. Thus, teachers feel comfortable and motivated towards teaching the English language.

Finally, this work can be applicable not only to the sample of population in this study, but also it can be generalized for all EFL learners regarding their levels and needs. Like the other studies, this research has two limitations; the first limitation is that time is not sufficient to conduct the data collection tools. The second one is that students did not justify their answers when is needed. Moreover, this study could be conducted for future

assumptions as an experimental research, and this was left to be approached in further future studies

Recommendations

Based on the main findings of this research the following recommendations are suggested to help EFL learners improve their speaking skill:

- 1- The use of authentic materials in EFL classes should be introduced gradually and according to the learners' needs and level. Teachers should take into consideration that learners of different levels need to teach in relation with what encourage and enhance their abilities to speak the target language.
- 2- Creating a relaxed and enjoyable atmosphere will increase EFL students' motivation
- 3- Teachers should push their learners to practice the language by doing efforts from their parts.
- 4- It is needed that teachers vary activities and tasks for their students in order to make them interested and motivated to what they are learning.
- 5- New teaching methods such genuine materials are preferable to be implemented in other EFL classes since they provide learners with updated knowledge and increase their enthusiasm towards learning English as a second/ foreign language.

We hope that these recommendations and other researchers' recommendations ameliorate the level of learners; in this case, we wish our learners become good speaker of the target language and able to express their ideas and thoughts whenever they want to do so.

BIBLIOGRAPHY

Bibliography

- 1-Alexander, Arguelles. (2011). Fantastic Language Learning tips: Shadowing a Foreign Language.
- 2- Anderson, R., & Lynch, T. (1988). Listening. Oxford. Oxford University.
- 3-Bacon, S.M and Finnemann, M.D. (1990). A Study of Attitudes, Motives, and
- 4- Berardo, (2006). The Use of Authentic Materials in the teaching of Reading. The Reading Matrix 6.2: 60-69.
- 5- Black, P. &, William. D. (1998). Inside the Black Box Raising Students Through Classroom Assessment.
- 6-Brown, H. D. (2001). Teaching by Principles: An Interactive Approach to Language Pedagogy. San Francisco: Longman
- 7-Brown, H. D. (2004). Language Assessment Principles and Classroom Practices. Pearson.
- 8- Brown, H. D. (2007). Principles of Language Learning and Teaching. San Francisco: Pearson Education.
- 9- Dumitrescu, V. (2000), Authentic Materials: Selection and Implementation in Exercise Language Training, June, 2000. <http://exchanges.state.gov/forum/vols/Vol 38/no 2/p.20.htm>.
- 10- Ellis, R. (1997), The Study of Second Language Acquisition. Oxford University Press.
- 11- Ellis, R., & Barkhuizen, G. (2005). Analysing learner language. Oxford: Oxford University Press.
- 12- Failoni, J. W. (1993). Music as Means to Enhance Cultural Awareness and Literacy in the Foreign Language Classroom. Mid-Atlantic Journal of Foreign Language Pedagogy, Spring. Vol 97-108.

- 13- Freeman, J. (2000). Journal of Language Teaching and Research. ISSN 1798-4769. Vol 2. N 4. July 2011.
- 14- Gilakjani, (2011). A Study on the Usefulness of Audio-Visual Aids in EFL Classroom: Implications for Effective Instruction.
- 15- Guariento, W. & Morley, J. (2001). Text and task authenticity in the EFL Classroom. ELT Journal Vol 55/4, 347-353.
- 16- Harmer, J. (1991). The Practice of English Language Teaching. London: Longman.
- 17-Harmer, J. (2001). Mistakes and Feedback: The Practice of English Language Teaching. Essex, UK: Pearson Education Limited.
- 18- Harmer, Jeremy. 2007. How to Teach English. Harlow: Longman.
- 19- Hartley, L. & Sporing, M. (1999). Teaching Communicatively: Assessing Communicatively. Language Learning Journal. 19, 73-79.
- 20- Hughes, R. (2002). Teaching and Researching Speaking. New York: Pearson Education.
- 21- Jane, Sherman. (2003). Using Authentic Video in the Language Classroom. Cambridge University Press, Apr 14.
- 22-John Field, (2008). Listening in the Language Classroom. Language Teaching. Library. Cambridge. Strategies of University Foreign Language Students and their Disposition to Authentic Oral and Written Input. Modern Language Journal, 74(4), 459-73.
- 23- Kaprova, L.V, (1999). Considering the Following when Selecting and Using Authentic Materials TESOL Matters. Vol 9, No2, April/May 1999.
- 24- Kilickaya, F. (2004). Authentic materials and cultural content in EFL classrooms. The Internet TESL Journal, 10 (7). Retrieved November 1, 2006 from <http://iteslj.org/Techniques/Kilickaya-AuthenticMaterial.html>.

- 25- Kim, D. (2000). A qualitative approach to the authenticity in the foreign language classroom: of university students learning English in Korea. *Texas Papers in Foreign Language Education*. Vol 5 (1), 189-205.
- 26- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. Oxford: Oxford University Press.
- 27- LeLoup, J.W & Ponterio, R. (2000). *Creating Standards-based Activities Integrating*.
- 28- Luama, S. (2004). *Assessing Speaking*. Cambridge: Cambridge University Press.
- 29- Martinez, A.G. (2002). *Authentic Materials: An Overview*, *Karen's Linguistics Issues*, Feb.
- . 30- McNeill, A. (1994). *What Makes Authentic Materials Different? The Case of English Language Materials for Educational Television*. Papers presented at the Annual International Language in Education Conference, Hong Kong.
- 31- Murphey, (2000). *Journal of Language Teaching and Research*. ISSN 1798-4769. Vol 1, N 5, September 2010.
- 32- Nunan, D. (1988). **The Learner-Centred Curriculum. A Study in Second Language Teaching. Cambridge University Press.pp.98.115.**
- 33- Nunan, David. (1990). *Designing Tasks for the Communicative Classroom*. Cambridge. Cambridge University Press,
- 34- Otte, J. (2006). *Real language to real people: a descriptive and exploratory case study of the outcomes of aural authentic texts on the listening comprehension of adult ESL students enrolled in an advanced ESL listening course*. *Dissertation Abstracts International*. 218B. UMI No. 3212979.

- 35- Rashid, Hamed, Al Azri. The Effect of Using Authentic Materials in Teaching, Majid Hilal Al-Rashdi.
- 36- Richards, J. C. and Rodgers, T. (2001). Approaches and Methods in Language Teaching: A Descriptive Analysis. Cambridge: Cambridge UP.
- 37- Robinson, P.C. (1991). ESP Today: A Practitioner's Guide, Prentice Hall.
- 38- Sanderson, P. (1999): Using Newspapers in the Classroom. Cambridge: Cambridge University Press.
- 39- Senior, R. (2005). Authentic responses to authentic materials in English teaching Professional 38, pp71.
- 40- Skehan, P. (1996). A framework for the implementation of task based instruction. Applied Linguistics. 17. 38-62.
- 41- Sparelli, M. (2002). From Lesson to Life: Authentic Materials Bridge the Gap, ESL Magazine, Vol 5/4, p: 16 and 17.
- 42-Thanajaro, M. (2000). Using authentic materials to develop listening comprehension in the English as a foreign language classroom. Unpublished doctoral dissertation, Virginia Polytechnic Institute and State University, Blacksburg, Virginia.
- 43- Thornbury, S.(2005). Beyond the Sentence: Introducing Discourse analysis: Macmillan Education.
- 44- Tony, Lynch & Kenneth, Anderson. (2012). English Language Teaching Centre, University of Edinburgh.
- 45- Trica, Hedge. (2000). Teaching and Learning the Language Classroom. A guide to current ideas about the theory and practice of English language teaching: Oxford Handbooks for Language Teachers.
- 46- UR, P. (2000). A course in Language Teaching: Practice and Theory. Cambridge: Cambridge University Press.

47- Widdowson, H.G . (1978). Teaching Language as communication. UK: Oxford University Press.

APPENDICES

Appendix One

Students ' Questionnaire

Dear students,

The following questionnaire is a part of a master dissertation about The Effectiveness of Using Authentic Materials in Enhancing EFL learner's Speaking Abilities at Mohamed Kheider University of Biskra at The Intensive Language Teaching Center B2 level. .My questionnaire aims at finding out your attitudes towards using authentic materials in Speaking tasks and if they help you to improve the target language. Please, tick (✓) the appropriate answer or give full statements when necessary.

Miss Zeribi Hassina

Section one: "background information"

1) How is your level in the English language?

a- Very good

b- good

c- average

d- I don't know

2) Are you good at?

a-Listening

b-Speaking

c-Reading

d-Writing

Section two: « students' attitudes towards authentic materials in Speaking

3) Which teaching material do you think is the best to develop your speaking skill?

a- The traditional ones (non authentic materials)

b- Authentic materials

c- Other

- Whatever your answer please justify?

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

4) Why did you choose to study English in the Intensive Language Teaching Center ? (tick more than one option if necessary).

a- I want to speak English like native speakers.

b- I need it in my further studies.

c- Because they provide me with authentic materials.

d- I can speak English fluently and accurately.

e- It gives me the opportunity to speak English as much as I want.

5) Does your teacher provide you with authentic materials in the classroom?

a- Yes

b- No

6) What are the most useful materials you prefer to use?

a- Video(s)

b- Visual materials

c- Audio materials

d- Songs

e- Text books

e- Shadowing

-If others please mention them

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

7) Do these materials help you to improve your speaking skill?

a- Yes

b-No

- If yes, how?

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

- If No, why?

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

8) Does your teachers support you to use authentic materials?

a- Yes

b-No

9) Do you use them because they?

a- motivate you.

b- Suits your needs.

c- help you to deal with different skills.

10) What is your attitude towards these materials in developing the speaking skill?

a-Positive

b-Negative

g- If negative why?

.....

.....
.....

11) Do you think that competency in communication in English is very necessary?

a- Yes

b-No

g-Whatever your answer, please justify?

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

12) Does your teacher of English provide you with interactive techniques ?

a- Yes

b-No

If yes give

exapmle(s).....

Section Three: « The Speaking Skill »

13) Are you interested to speak like native speakers?

a- Yes

b-No

14) Does your teacher of English give you the opportunity to speak?

a- Yes

b- No

-If yes mention how many times?

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

15) How often do you speak English?

- a- Always b-Sometimes c- very often d- never

16) Which one of these difficulties do you find in Speaking?

- a- Rate of delivery
b- The speaker's intonation
c- Lack of vocabulary
d- Colloquial Language

17) Is the skill of speaking is important in learning English language?

- a- Strongly agree b-Agree c- Strongly disagree d- Disagree

18) Who speaks the most in the classroom?

- a-The teacher
b-The student

19) Do you have self-confidence towards speaking English in the classroom?

- a- Yes
b- No

- If no, please justify your answer

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

20) How do you feel when your teacher corrects your mistakes while you are speaking ?

- a-You prefer that
b- You feel shy
c- It bothers you

d- No need for that

- If other please mention them

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

21) Do you think that students' failure to speak in the classrooms" is due to?

a- Lack of Accuracy

b- Lack of fluency

c- Lack of vocabulary

d- Lack of grammar

e -Lack of pronunciation

f- All of the above

22) What do you suggest for your teacher to improve your speaking skill?

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

Thank You for your cooperation

Appendix two

The Teachers' Interview

-**Question one:** What is the degree you currently held?

.-**Question Two:** Why have you Chosen to Teach English at the Intensive Language Teaching Center and not elsewhere?

-**Question Three:** In your opinion, what are the reasons that push learners to study English at the Intensive Language Teaching Center?

Question Four: What are the most useful materials do you provide you learners to develop their speaking abilities?

- **Question Five:** What are the effects of using authentic materials in the EFL classes?

- **Question Six:** What are the difficulties that faced y learners in speaking the target language?

- **Question Seven:** What do you suggest to your students to improve their speaking proficiency?

Résumé

Parler une langue étrangère est une des plus importantes compétences pour la communication. Cependant, Les apprenants de la langue anglaise comme une langue étrangère trouvent souvent des difficultés quand ils veulent s'exprimer effectivement aussi de perfectionner leur production orale. L'objectif de cette recherche était de savoir l'efficacité de l'utilisation des matériaux authentiques pour le développement de l'orale pour ceux qui apprennent la langue anglaise comme étant une langue étrangère. Cette étude actuelle, a été menée pour infirmer ou confirmer l'hypothèse qui dit le fait de motiver les apprenants a la communication réelle peut les aider a progresser au niveau de la production orale. A cet effet, nous avons utilisé deux sortes de moyens de recherche, un questionnaire a étudiants, et une interview aux enseignants. D'après l'analyse et l'interprétation de la partie pratique, il a été prouvé que l'utilisation des matériaux authentiques et efficace pour le développement de la production orale. Par conséquent, on suggère l'utilisation des matériaux authentiques soit applicable et utilisable pour l'enseignement de l'orale à tous les niveaux dans le contexte algérien.