

**Ministry of Higher Education and Scientific Research**

**Mohamed Kheider University of Biskra**

**Faculty of Letters and Foreign Languages**

**Department of Foreign Languages**

**Division of English**



**The Role of Using Authentic Materials in  
Developing Students' Communicative Proficiency  
The Case of Second Year Students at the Section of English at  
Biskra University**

A Dissertation Submitted in Partial Fulfillment of the Requirements for the Master's Degree  
in English in the Sciences of Language

**Submitted by:**

**Ms. Meymouna Benini**

**Supervised by:**

**Mr. Said Slimani**

**BOARD OF EXAMINERS:**

<b>Mr. SLIMANI Said</b>	<b>(Supervisor)</b>	<b>(University of Biskra)</b>
<b>Dr. MEDDOUR Mustapha</b>	<b>(President)</b>	<b>(University of Biskra)</b>
<b>MS. HAMED Halima</b>	<b>(examiner)</b>	<b>(University of Biskra)</b>
<b>Mrs. AICHAOUI Theldja</b>	<b>(Chairperson)</b>	<b>(University of Biskra)</b>

**Academic year: 2016 / 2017**

## *Dedication*

*In the Name of ALLAH the Most Gracious, the Most Merciful  
All the Praise is due to ALLAH alone, the Sustainer of all the worlds.*

*This dissertation is lovingly dedicated to my small family; my dear mother for her support, encouragement, and constant love that has sustained me throughout my life. She is the most courageous and patient woman I have ever known.*

*To my father, without him I would not be the person I am today, I am so glad that you are my dad. You are my heart protector.*

*To my dearest unique brother, who loves me more than any other person on the earth, thanks for being my soul mate.*

*I would like also to dedicate this work to the whole big family, "Benini" and "Belguidoum": Baya, Newara, Nourdine, Abdelhak, Zahia, Widad, Salima, Azzdine, Radhia, Nedjwa, Amel, Bizza, Boudi, Habiba, Salim, Sousou, and all their wives, husbands and children.*

*To my best friends, Fatima, Sara, Ikhlas, Messaouda, Amel, Ferdaouss, Zahra, Hibat almaola, Narimane, Meriem, Kamilia, Wafa, Manina, Sana, Asala, Mimi, Kenza, Jasmine, Abir, Anfal, Safia, and Soundouss.*

*And to everyone who has faith in me and believed in my abilities and potentialities by being the candle that sheds light on the path I was following for a long time, thank you for being in every step of my life. Thank you, for all the unconditioned love, guidance, and support that you have always provided me with.*

## *Acknowledgments*

*Above all, I would thank ALLAH the Almighty for providing me with patience and will to live, study and reach this level and finish my work; all praise to Him.*

*I would like to express my sincere thanks, and my deep sense of gratitude to my supervisor, Mr. Saïd Slimani. Without his encouragements, insightful pieces of advice and patience, this work could not have been completed.*

*Unlimited thanks go to the members of the jury: Dr. Meddour Mustapha, Miss. Hamed Halima, and Mrs. Aïchaoui Theldja for their effort to evaluate this work.*

*I owe a particular debt of gratitude to all the teachers of the English division specially, the head of the department Mr. Kerboua Salim, who was once my teacher, for his valuable information that I have worked with in this thesis.*

*Big thanks would be devoted to Mr. Brahim Douïda who helped me when I was in need every time.*

*I cannot find enough words to express my gratitude to my dear father Rachid and mother Fayza, and my unique brother Ahmed for their help, true love, and guidance.*

*To all the teachers and the second year EFL students at the English division who helped me to finish my research by their answers.*

*My thanks also go to my friends who helped me to finish this work, Sara, Fatima, Ikhlàs, Soumaïa, and Mouna.*

*My sincere gratitude goes to the owner of Al-jaliss library for his great help of all kinds.*

*Everyone who encouraged me even with a word, thank you.*

## **Abstract**

The proficiency in communication is a required ability to be a successful English language learner. We have noticed that students encounter many difficulties as EFL learners such as: the lack of vocabulary, the misuse of the spoken and written grammar, also, the poor level in making coherent English texts, whether in its written or spoken form. This was a good reason that led EFL teachers to count on the use of authentic materials to develop their students' communicative proficiency. The present study aims to investigate the role of using these materials (AMs) in enhancing the EFL learners' communicative efficiency. It was hypothesized that if EFL teachers use authentic materials while performing their lectures, then they will develop their students' communicative proficiency and motivate them to be creative in the ways of learning English as a foreign language. This research consists of two main parts; the theoretical aspect of the study including two chapters, the first chapter was conducted to present the effects of using authentic materials on the EFL students. While the second one, was devoted to the development of the EFL students' communicative proficiency. The second part of the research was devoted to the practical aspect of the study; in it, we have put the theory into practice through the fieldwork. In order to investigate the previous hypothesis, we have adopted a descriptive research approach. In relevance to this study, we have used two questionnaires as tools to gather the necessary information, for both second year EFL students and their teachers. After the interpretation and the analysis of the collected data, the findings revealed that the use of authentic materials have a good impact on second year EFL students' communicative proficiency development. Furthermore, the results reported that a preferable progress was noticed in the students' motivation and involvement towards the English learning process.

## **List of abbreviations and acronyms**

**AM:** Authentic Material.

**AMs:** Authentic Materials.

**CC:** Communicative Competence.

**CCA:** Communicative Competence Approach.

**CLT:** Communicative Language Teaching.

**CP:** Communicative Proficiency.

**CPA:** Communicative Proficiency Approach.

**EFL:** English as a Foreign Language.

**ELT:** English Language Teaching.

**ESL:** English as a Second Language.

**FL:** Foreign Language.

**FLT:** Foreign Language Teaching.

**FLTT:** Foreign Language Teaching Theories.

**GTG:** Generative Transformational Grammar.

**GTM:** Grammar Transformational Method.

**Ibid:** Ibidem (Latin) (the same previous source).

**ICTs:** Information and Communication Technologies.

**LAD:** Language Acquisition Device.

**LDAL:** Longman Dictionary of Applied Linguistics.

**LL:** Language Learning.

**LMD:** License, Master, Doctorate.

**LT:** Language Teaching.

**L2:** Second Language.

**N:** Number.

**O.E:** Oral Expression.

**O.H.P:** Over Head Projector.

**PPP:** Power Point Presentation.

**S/he:** She or he.

**SL:** Second Language.

**SLA:** Second Language Acquisition.

**TC:** Tactical Communication.

**TL:** Target Language.

**UMKB:** University of Mohammed Kheider Biskra.

**W.E:** Written Expression.

## List of tables

<b>Table 1:</b> A comparison between authentic and non-authentic language .....	24
<b>Table 2:</b> Comparison between oral and written communication.....	51
<b>Table 3:</b> Students' gender distribution.....	59
<b>Table 4:</b> Students' age distribution .....	59
<b>Table 5:</b> The students' reasons of choosing to study English.....	60
<b>Table 6:</b> The classification of the students' points of strength vis-à-vis the four skills. .....	61
<b>Table 7:</b> The fact of students watching/ listening English programmes outside classrooms.....	62
<b>Table 8:</b> Percentages of students in understanding the English programmes.....	63
<b>Table 9:</b> The difficulties that face the students to understand the used language.....	64
<b>Table 10:</b> The quantity of the exposition to the English outside the classroom.....	65
<b>Table 11:</b> The use of authentic materials in the lectures.....	66
<b>Table 12:</b> The used authentic materials while lectures.....	67
<b>Table 13:</b> The students' preferred choice of using the authentic materials.....	68
<b>Table 14:</b> The regularity of using authentic materials while studying English.....	69
<b>Table 15:</b> The enhancement of oral and written expression sessions after the use of AMs.....	70
<b>Table 16:</b> The sufficiency of the allotted time to use AMs in class .....	71
<b>Table 17:</b> The role of using AMs in developing students' self-confidence.....	72
<b>Table 18:</b> The students' choice towards the learning process.....	74
<b>Table 19:</b> The most important in mastering the language to communicate efficiently.....	75

<b>Table 20:</b> The learners' view of the most important skills in the communication process....	76
<b>Table 21:</b> Students' opinion about improving CP through studying more hours of W.E and O.E.....	77
<b>Table 22:</b> The difficulties that face students while communicating in English.....	78
<b>Table 23:</b> The modules that might develop students' CP.....	79
<b>Table 24:</b> The difficulties that students encounter while the writing process .....	80
<b>Table 25:</b> The self-evaluation of the students' level of communication.....	81
<b>Table 26:</b> Teachers' gender distribution .....	87
<b>Table 27:</b> The teachers' level of education.....	88
<b>Table 28:</b> Teaching experience in years .....	89
<b>Table 29:</b> Teachers' experience towards teaching the O.E module .....	90
<b>Table 30:</b> Experience in teaching O.E at the university level.....	91
<b>Table 31:</b> The teachers' preferences in teaching oral expression.....	91
<b>Table 32:</b> Types of authentic materials chosen in teaching English language.....	94
<b>Table 33:</b> Teachers' preference in using authentic materials in their classes.....	95
<b>Table 34:</b> The reasons that made teachers like to use AMs.....	96
<b>Table 35:</b> The regularity of providing students with AMs as sources.....	97
<b>Table 36:</b> The reasons behind the teachers' selection of authentic materials.....	100
<b>Table 37:</b> The sufficiency/insufficiency of the time allotted to the English courses.....	102
<b>Table 38:</b> The difficulty in finding suitable AMs to the teachers' course objectives.....	103
<b>Table 39:</b> The teachers' evaluation of their second year students' level of communication.....	105
<b>Table 40:</b> The teachers' opinion about the students' awareness of the importance of communication notion.....	106

**Table 41:** The method used by the EFL teachers while performing the lectures.....107

**Table 42:** The most important elements needed when teaching communication.....108

**Table 43:** The teachers' evaluation about their students' mastered skills .....110

## List of figures

<b>Figure 1:</b> The evolution of the linguistic theories.....	39
<b>Figure 2:</b> The development of foreign language teaching theories.....	41
<b>Figure 3:</b> Students' gender distribution.....	59
<b>Figure 4:</b> Students' age distribution.....	60
<b>Figure 5:</b> The students' reasons of choosing to study English.....	60
<b>Figure 6:</b> The classification of the students' points of strength vis-à-vis the four skills.....	61
<b>Figure 7:</b> The fact of students watching/listening to English programmes outside classrooms.....	62
<b>Figure 8:</b> Percentages of students in understanding the English programmes.....	63
<b>Figure 9:</b> The difficulties that face the students to understand the used language.....	64
<b>Figure 10:</b> The quantity of the exposition to the English outside the classroom.....	65
<b>Figure 11:</b> The use of authentic materials in the lectures.....	66
<b>Figure 12:</b> The used authentic materials while lectures.....	67
<b>Figure 13:</b> The students' preferred choice of using the authentic materials.....	68
<b>Figure 14:</b> The regularity of using authentic materials while studying English.....	69
<b>Figure 15:</b> The enhancement of oral and written expression sessions after the use of AMs.....	70
<b>Figure 16:</b> The sufficiency of the allotted time to use AMs in class.....	71
<b>Figure 17:</b> The role of using AMs in developing students' self-confidence.....	72
<b>Figure 18:</b> The students' choice towards the learning process.....	74
<b>Figure 19:</b> The most important in mastering the language to communicate efficiently.....	76
<b>Figure 20:</b> The learners' view of the most important skills in the communication process..	77

<b>Figure 21:</b> Students' opinion about improving CP through studying more hours of W.E and O.E.....	78
<b>Figure 22:</b> The difficulties that face students while communicating in English.....	79
<b>Figure 23:</b> The modules that might develop students' CP.....	80
<b>Figure 24:</b> The difficulties that students encounter while the writing process.....	81
<b>Figure 25:</b> The self-evaluation of the students' level of communication.....	82
<b>Figure 26:</b> Teachers' gender distribution .....	87
<b>Figure 27:</b> The teachers' level of education.....	88
<b>Figure 28:</b> Teaching experience in years .....	89
<b>Figure 29:</b> Teachers' experience towards teaching the O.E module .....	90
<b>Figure 30:</b> Experience in teaching O.E at the university level .....	91
<b>Figure 31:</b> The teachers' preferences in teaching oral expression.....	92
<b>Figure 32:</b> Types of authentic materials chosen in teaching English language.....	94
<b>Figure 33:</b> Teachers' preference in using authentic materials in their classes.....	95
<b>Figure 34:</b> The reasons that made teachers like to use AMs.....	96
<b>Figure 35:</b> The regularity of providing students with AMs as sources.....	97
<b>Figure 36:</b> The reasons behind the teachers' selection of authentic materials.....	101
<b>Figure 37:</b> The sufficiency/insufficiency of the time allotted to the English courses.....	102
<b>Figure 38:</b> The difficulties in finding suitable AMs to the teachers' course objectives.....	103
<b>Figure 39:</b> The teachers' evaluation of their second year students' level of communication .....	106
<b>Figure 40:</b> The teachers' opinion about the students' awareness of the importance of communication notion.....	107
<b>Figure 41:</b> The method used by EFL teachers while performing the lectures.....	108

**Figure 42:** The most important elements needed when teaching communication.....109

**Figure 43:** The teachers' evaluation of their students' mastered skills .....110

## Table of contents

Dedication .....	13
Acknowledgments .....	13
Abstract .....	13
List of abbreviations and acronyms.....	13
List of tables .....	13
List of figures .....	13
Table of contents.....	13
General introduction .....	
Introduction .....	1
1. Statement of the problem .....	2
2. Significance of the study .....	2
3. Aim of the study .....	3
4. Research Questions .....	3
5. Hypothesis .....	4
6. Research methodology .....	4
a. Method .....	4
b. Research tools.....	4
b. Population .....	5

7.	Literature review .....	5
8.	Structure of the dissertation .....	6

## **Chapter one**

### **The Role of Authentic Materials in the EFL Classes**

Table of content .....	9
Introduction .....	11
1. A brief historical background of authenticity .....	12
2. Types of authenticity .....	13
2.1. Text authenticity .....	14
2.2. Learners' authenticity .....	14
2.3. Task authenticity .....	14
2.4. Classroom authenticity .....	15
3. Definitions of authentic materials .....	15
4. Types of authentic materials .....	17
5. The sources of authentic materials .....	19
5.1. Audio-visual materials .....	19
5.1.1. The internet .....	19
5.1.2. Videos .....	19
5.1.3. Over head projector (OHP) .....	20
5.2. Audio materials .....	20
5.2.1. Songs .....	21
5.2.2. Radio .....	21
5.3. Visual materials .....	22

5.3.1. Black boards .....	22
5.3.2. Newspapers .....	22
6. Authentic and non-authentic language .....	23
7. Advantages and disadvantages of using authentic materials.....	24
7.1. Advantages of using authentic materials .....	25
7.1.1. Exposing learners to real natives' language .....	25
7.1.2. Enhancing students' abilities of communicative proficiency.....	25
7.1.3. Rising the level of participation in EFL classes .....	26
7.1.4. Improving critical thinking .....	26
7.1.5. Providing a good classroom environment .....	27
7.1.6. Helping EFL teachers in the lectures presentation .....	27
7.1.7. Facilitating the relevance with the cultural aspects .....	27
7.1.8. Motivating EFL students' learning process .....	28
7.2. The disadvantages of using authentic materials .....	29
7.3. The linguistic and non-linguistic advantages .....	30
7.3.1. The linguistic advantages .....	30
7.3.2. The non-linguistic advantages .....	31
Conclusion .....	32

## **Chapter two**

### **The development of the students' communicative proficiency**

Introduction .....	34
1. Definitions of communication.....	35
2. The notion of communicative competence .....	36

3. Some definitions of communicative competence .....	39
4. The notion of communicative proficiency.....	43
5. Some definitions of communicative proficiency .....	44
6. Communication problems .....	45
6.1. Semantic barriers .....	45
6.2. Organizational barriers .....	45
6.3. Interpersonal barriers .....	45
6.4. Individual barriers .....	45
6.5. Cross cultural barriers .....	46
6.6. Physical barriers/ channel and media barriers .....	46
6.7. Technological barriers .....	46
7. Effective communication .....	46
8. Types of communication .....	47
8.1. Interpersonal communication .....	47
8.2. Mass communication .....	48
8.3. Social communication .....	48
9. Reading and communication .....	48
10. Written communication .....	49
11. Oral communication .....	49
Conclusion .....	51

### **Chapter three**

#### **Analysis of the Two Questionnaires and their Interpretation**

Table of content.....	54
Introduction .....	55
Analysis and interpretation of the students' questionnaire.....	56

1. The students' questionnaire design .....	56
1.1. Aim of the questionnaire .....	56
1.2. Questionnaire administration .....	56
1.3. Description of the students' questionnaire .....	56
1.4. Limitations of data collection.....	58
1.5. Analysis of the students' questionnaire results.....	59
1.5.1. Section one: General Information.....	59
1.5.2. Section two: The role of using authentic materials.....	66
1.5.3. Section three: Developing students' communicative proficiency.....	74
2. Conclusion.....	82
Analysis and interpretation of the teachers' questionnaire.....	84
3. The teachers' questionnaire design.....	84
3.1. Aim of the questionnaire.....	84
3.2. Questionnaire administration .....	84
3.3. Description of the teachers' questionnaire.....	85
3.4. Data collection tools (and some limitations) .....	87
3.4.1. Section one: Background information.....	87
3.4.2. Section two: The role of using authentic materials in EFL classes.....	94
3.4.3. Section three: Developing EFL students' communicative proficiency.....	105
4. Conclusion of the third chapter.....	115
Recommandations .....	116
General conclusion.....	118
References.....	120

## **Appendices**

**Appendix 1:** Teachers' Questionnaire.

**Appendix 2:** Students' Questionnaire.

**Appendix 3 :** الملخص

# **General introduction**

## **Introduction**

In the learning process, different educational means can be used in order to improve and enhance students' learning potentials and capacities. In the past two decades, there was a dispute over the use of authentic materials in language classrooms. Many researchers like: Ur, P. (1996), Matsuata, K. (n. d.) and others have opposed them because they said these materials are made by natives just for natives not for EFL learners. Whereas, others, like: Sherman, J. (2010), Valdeón (1995), Guariento, W. & Morley, J. (2001) and many eventually, are encouraging their use in EFL classes because they consider them as the best way to create a fresh educational atmosphere in these classes in order to develop the students' communicative proficiency.

Recently, many teachers and researchers have started to search for the necessary authentic materials which enable them to perform their lectures with a high degree of authenticity, as Israelson (2007: 13) claims that, "using authentic materials in the classrooms are a foolproof method for success." He bases his idea on the fact that these genuine materials lead to responsible ways to achieve one's aims.

Authentic materials have become a goal-directed tool for the teachers of English as a foreign language. Whatever its nature is a printed one or an auditory material, as well as, it changes the state of the atmosphere inside the EFL classrooms.

In This study, a big part of it is devoted to the development of students' communicative proficiency and its relation to the use of authentic materials in English language classrooms. It is thought that there is a great positive impact on the learners' skillfulness in communication as a consequence of the use of these authentic materials.

Also, the use of these materials is recommended in English Language classes, especially when it aims to enhance the learners' communicative proficiency in learning a foreign language. Therefore, researchers put forward that the development of students'

communicative proficiency through the use of authentic materials is considered as one of the best ways to accelerate the progress of learning and making the target language much easier to grasp.

## **1. Statement of the problem**

These days, it has been noticed that many scholars are reluctant about the use of authentic materials in language classes. But, many teachers and students are making an initiative towards the use of these materials inspite of the threat they represent, especially the provocative ones which do not go with their socio-cultural milieu.

These teachers and learners have found that authentic materials can be considered as facilitating tools to make the educational status progress and enhance their students' communicative proficiency, especially when it comes to their efficiency and good impact on the learners. So, it has become obvious that these materials have become preferred by the overwhelming majority of both teachers and learners.

## **2. Significance of the study**

EFL Students are generally working on their communicative skills during their educational period through many tools, to accomplish their extreme implicit learning ability. This study is significant for both learners and teachers. For learners, it will provide them with the advantages and benefits of using authentic materials in language classes. While for teachers, it will make them aware of the importance of using these materials instead of using the outdated ones. It might also help teachers design and develop their way of presenting data and information inside EFL classes.

This research is also, important to be discussed because of the magnificent distinction of the communicative proficiency of students while using reliable materials.

### **3. Aim of the Study**

This study is conducted to find out the extent to which authentic materials can enhance the communicative capacities of second year EFL students in the English branch at Biskra University. Also, they aim at investigating how these materials develop the communicative proficiency of those learners.

Also, another aim is to unveil both the teachers' and students' opinion about the use of the materials in their EFL classes and their ability to cope with them in an accurate manner and in a beneficial way to achieve their goals and objectives.

### **4. Research Questions**

In this dissertation, we try to answer the main question which is:

How can the use of authentic materials develop second year EFL students' communicative proficiency?

Additionally, other sub-questions have been appeared where we are supposed to answer the most important ones:

1. What is the purpose of using authentic materials in language classes?
2. Is there an impact of using authentic material on EFL classes?
3. What are the materials that can be considered as authentic ones, and to what extent they are useful in developing the communicative ability of the EFL students?
4. When should authentic materials be introduced, and how communicative proficiency should be developed in EFL classrooms?
5. What is the attitude of both teachers and students towards the use of authentic materials in their classes?

## **5. Hypothesis**

In our research we hypothesize that:

The more second year EFL students at the English division are exposed to authentic materials, the better their communicative proficiency will be developed.

## **6. Research methodology**

### **a- Method**

It is estimated that the descriptive method would be more appropriate for the present research; it was chosen because of the nature of this dissertation which is mainly based on the definitions, descriptions and the analysis of findings. Furthermore, the tendency of the current study aims to highlight the development of communicative proficiency through the use of authentic material. So, the current work needs a descriptive processing about the chosen subject where we will focus on investigating how to increase students' communicative proficiency through the use of authentic materials. Through administering questionnaires for both second year EFL students and some of their teachers, this will help to get reliable findings.

### **b- Research Tools**

The data needed for the current research is gathered from two questionnaires administrated to second year EFL students and their teachers, as mentioned before. We chose this category of students and teachers because they are experienced and mature enough to give reliable responses to our questions. Again, the students' questionnaire contains most of the necessary items which may enable us to get to certain important points; such as: the shift that is going to take place once authentic materials are used in language classes and the attitude of the learners towards the use of such materials. Concerning the

teachers' questionnaire, we wanted to know their attitude towards the use of authentic materials to enhance their students' communicative proficiency, and we will ask them if they use authentic materials in teaching their module. Finally, an analysis of the results has been thoroughly done and many satisfactory findings were found.

### **C- Population and sampling**

In order to examine this issue, we dealt with a sample of 40 students taken randomly from a population of 470 students from the second year EFL ones from the English branch at Mohamed Kheider university of Biskra. Moreover, concerning the teachers, we submitted the questionnaire to a sample of 6 EFL teachers out of 16 from the same branch and university to provide us with some results and information about the learners' development after the use of authentic materials in their classes.

## **7. Literature review**

The communicative proficiency of the students at the university level is developing through many means and materials. AS cited in Doctoral Thesis entitled: The communicative competence of graduate students of Cebu City, Cabalquinto (1989), said that communicative competence can refer to what a speaker needs to know to communicate effectively.

Canale and Swain (1980) focus in their book entitled: Theoretical Bases of Communicative Approaches on that there are rules of grammar without them the other rules will become useless. In our case, grammar is not given much importance, simply because we focus more on the clarity of the message so as the receiver will react according to what he/she has understood.

Meanwhile they cited four components of communicative competencies which are grammatical competence, sociolinguistic competence, discourse competence, and

the strategic competence. The role of using authentic material develops the students' communicative proficiency and it is considered as an efficient method in the teaching process for EFL students.

Baddock (1981) has generally stated in his work that learners find the genuine and the authentic materials more motivating and interesting since they will use their English in the foreign culture. Hence, most linguists, like Martinez (2000) and Monti (2004) agree that in language teaching with the use of authentic materials is quite useful to the learning process.

Mac Lean (2000), in his turn, in his TESOL Journal which is entitled: Teaching English as an international language: Implications for cultural materials in the classroom, he states that the artificiality of the language used in textbook dialogues will not satisfy the teachers and the students; so that authentic English materials use should be encouraged.

Melvin and Stout (1987) comment on authentic materials in their book which entitled as: Motivating Language Learners through Authentic Materials; by stating that they make students interact with the language as it is used in the culture to meet the learners' communicative needs.

According to Morton (1999) authentic materials make students familiar with the "real" English and they are also supposed to motivate students.

## **8. Structure of the dissertation**

The present work is divided into two parts. The first one is devoted to the theoretical part of the dissertation and it consists of two chapters. The first chapter was conducted to present the role of using authentic materials on the EFL students. While the second one, was devoted to the development of the EFL students' communicative proficiency.

The second part of the research is concerned with the practical aspect of the study; in it, we have put the theory into practice through the fieldwork.

# **Chapter one**

## **The role of authentic materials in the EFL classes**

## Chapter one

### The Role of Using Authentic Materials on EFL Students

Table of contents.....	9
Introduction .....	11
8. A brief historical background of authenticity.....	12
9. Types of authenticity .....	13
9.1. Text authenticity .....	14
9.2. Learners' authenticity .....	14
9.3. Task authenticity .....	14
9.4. Classroom authenticity .....	15
10. Definitions of authentic materials .....	15
11. Types of authentic materials .....	17
12. The sources of authentic materials .....	19
12.1. Audio-visual materials .....	19
12.1.1. The internet .....	19
12.1.2. Videos .....	19
12.1.3. Over head projector (OHP) .....	20
12.2. Audio materials .....	20
12.2.1. Songs .....	21
12.2.2. Radio .....	21
12.3. Visual materials .....	22
12.3.1. Black boards .....	22
12.3.2. Newspapers .....	22
13. Authentic and non-authentic language .....	23

14.	Advantages and disadvantages of using authentic materials.....	24
14.1.	Advantages of using authentic materials .....	25
14.1.1.	Exposing learners to real natives' language .....	25
14.1.2.	Enhancing students' abilities of communicative proficiency.....	25
14.1.3.	Rising the level of participation in EFL classes .....	26
14.1.4.	Improving critical thinking .....	26
14.1.5.	Providing a good classroom environment .....	27
14.1.6.	Helping EFL teachers in the lectures presentation .....	27
14.1.7.	Facilitating the relevance with the cultural aspects .....	27
14.1.8.	Motivating EFL students' learning process .....	28
14.2.	The disadvantages of using authentic materials .....	29
14.3.	The linguistic and non-linguistic advantages .....	30
14.3.1.	The linguistic advantages .....	30
14.3.2.	The non-linguistic advantages .....	31
	Conclusion .....	32

## **Introduction**

Many authors and educators of communicative language teaching such as Freeman (1986), Nunan (1989), Richards (2001), and Ellis (2003) were emphasizing on that the use of authentic materials is a very fruitful way in the field of teaching foreign languages, which help the students to develop and achieve their target language.

Consequently, the instructors were searching for the most effective and appropriate teaching materials. While the important reason of learning a foreign language is to be able to gain from using it in the real world and for real situations. The use of authentic materials in language classes was a debated subject amongst teachers of foreign languages who think that to teach the language using only the course books' tasks, which are designed artificially and only for teaching purposes is enough. Meanwhile, others like McKay (2000) and McGrath (2002) see that they will develop their students' communicative proficiency through adopting the use of authentic materials that certainly will scaffold the students' learning process in general.

The frequent use of authentic materials that is suitable to the students' level and interests will increase their sensitivity towards the use of these materials and enhance their communicative proficiency in the target language as confirmed by Gonzalez (1990) cited in Peacock (1997: 152).

In this chapter, we intend to describe some of the aspects of using authentic materials inside EFL classrooms, after a brief historical background about authenticity. Then, it will be followed by many definitions of authentic material that are suggested by many scholars and educators. At the same time, we would like to differentiate

between authentic materials and non-authentic ones. Also, we will shed light on the advantages and the disadvantages of using authentic materials with the EFL students' and their effects on their communicative proficiency development.

Furthermore, in this chapter, a big part of it will be devoted to some of the types of authentic materials and their sources that need to be chosen for EFL classes and their types that may be presented to students.

Finally, we will conclude this chapter with the reaction of both teachers and learners towards the use of authentic materials and some of the difficulties that they may encounter when implementing them.

## **1. A brief historical background of authenticity**

According Rodgers and Medley, (1988) the term authentic texts was firstly coined by the linguist Henry Sweet (1899) in his books with a big consciousness about its potential over the contrived materials. Here, he argued that unlike the artificial texts which contain 'repetition, of certain grammatical constructions, certain elements of the vocabulary, certain combination of words the authentic texts 'do justice to every feature of the language' (ibid). The naturalness of form and the appropriateness of the cultural contexts in either spoken or written language samples is a reflection of the description of the term authentic materials (Rodgers and Medley, 1988).

The case of authenticity re-emerged in the 1970's when Chomsky (1965) and Hymes (1972) debated about the importance of the meaning rather than the form when it is related to communicative competence. That allowed to the emergence of the new approach communicative language teaching (CLT) in the EFL field.

These changes gave the opportunity to the authentic materials to be reintroduced, where it presents more their role and importance to the idea that they were communicating rather than the illustration of the linguistic forms.

As a consequence, in 1980's the concept of authenticity has become known and used by many scholars such as Breen (1985), Rings (1986), Dunkel (1995) and Lee (1995) who began to define many degrees of authenticity, and differentiate between the task authenticity and input authenticity.

Many definitions were presented by many applied linguists, among them Tasuki (2006) as cited in Baghban (2011: 4) defines authenticity as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices'. By his definition we may say that authenticity is revolving around the originality, validity, and genuineness of the material used by teachers.

## **2. Types of authenticity**

The authenticity is very beneficial to both teachers and learners of foreign languages. In our research, we tried to collect the most known applied linguists' categorization of the used authenticity that is implemented during the foreign language learning process.

As claimed by Mishan (2005: 15), "authenticity may be something that is realized in the fact of interpretation, and maybe judged in terms of the degree of participation of the learners." Here, we can say that each one can interpret the materials as s/he understands them; so, no one can limit the authenticity of any material used. This has led Breen (1985) as cited in Mishan (2005: 16) to categorize

authentic materials to four types which are: text authenticity, learners' authenticity, task authenticity, and classroom authenticity, which we will clarify briefly below:

### **2.1. Text authenticity**

This type refers to the authentic properties of a particular text. Also, it is considered as any source of input, which helps EFL learners to develop an authentic interpretation as a way to serve higher purposes in the learning process. As claimed by Morrow (1977) as cited in Mishan (2005: 11) an authentic text is a native language produced by native speakers and writers that seek to convey a real message as a way to communicate with others.

### **2.2. Learners' authenticity**

It is related to the learners' abilities of understanding and interpreting the intended meaning like natives do, when a text is presented to be learned. At the same time, it is preferable to the EFL learners to understand and accept these authentic materials as a natural social situation of the language classroom.

### **2.3. Task authenticity**

Task authenticity refers to the tasks that the learners possess and use in an authentic communication situation and authentic aims for learning. This also refers to the actual way of using authentic materials in the language teaching. As it was confirmed by Breen (1985: 62), "Perhaps one of the most authentic activities within a language classroom is communication. Maybe the most authentic language learning tasks are those which require the learners to undertake communication and metacommunication."

## **2.4. Classroom authenticity**

It means the relevant created context and social situation in conjunction with the materials that are used by teachers in language classes. That is the environment where the learners share problems, and strategies to overcome them, using experiences and the language content as cited in Al-Azri & Al-Rashidi (2014: 250). The most important role of the classroom is to enable the learners to experience “public and interpersonal sharing of content, and revealing of the most effective means and strategies to overcome such problems” Breen (1985: 67).

As a result to the above definitions and types of authentic materials, we may say that authenticity is connected with the text (written or spoken) that the language learners use and with the way that it was implemented, of course in a situation as well as the interactions with those authentic materials.

## **3. Definitions of authentic materials**

Defining authentic materials differs from one linguist to another, but the main aspects (point of views) are not far from each other; where we find that Harmer (2001: 146) who stated that authentic texts, either written or spoken, are those which are designed for native speakers, because they were not designed for language students; but for the speakers of the language in question.” Another definition was suggested by Wallace (1992: 145) who stated that “... real-life texts are not written for pedagogic purposes.” In the same meaning, Lee (1995: 324) has said that “a text is usually regarded as textually authentic if it is not written for teaching purposes, but for real communicative purposes...” At the same time, Peacock (1997: 144) has said that authentic materials are “materials that have been produced to fulfill some social purposes in the language community.” Likewise, Nunan (1989: 54) has emphasized on

the previous sayings by claiming that “as a rule of thumb for authentic here, is any material which has not been specially produced for the purposes of language teaching.”

On his turn Morrow (1977: 13) has suggested his own definition about the authentic texts (either written or spoken one) by saying that “an authentic text is a stretch of real language, produced by real speakers or writers for real audience and designed to convey a real message of some sort.” Another definition in the same context was suggested by Wilkins (1976: 79) who stated that “authentic materials are normally materials which were originally directed at a native speaking audience.”

So, all those definitions are concentrating on the origin of the authentic materials rather than on the desired outcomes and purposes that are needed from using those materials. Even though all of them do not encourage both EFL learners and teachers to use authentic materials in their language classes, there is a general agreement that these materials represent real language that we (either teachers or learners) need to be exposed to it. So, real language here is needed for EFL learners to be exposed to. Again, EFL learners have to take advantage of these materials in order to improve their capacities in that foreign language to improve their communicative proficiency. So, another category of people who encouraged the use of these materials in language classes have suggested the following definitions.

To encourage EFL teachers using authentic materials in language classes, Kilickaya (2004: -) has stated that “using authentic materials is exposing learners to real language.” Here, he looks at authentic materials as the real language that EFL learners need to be exposed to it in order to acquire the maximum of that language that helps them behave in a good and authentic way in an English speaking environment.

Also, Nuttal (1996: -) on his turn, argues that authentic texts can be motivating because they prove that the language is used for real-life purpose by real people.

So, as motivation is considered as an important ingredient in the teaching process, authentic materials contribute, to a great extent, in making the learners motivated when using them. As they represent a change of the learners from the adapted non-authentic texts to real and genuine ones, learners feel at ease when dealing with them. On his turn, Widdowson (1990: -) has stressed that authentic materials are materials that can be used in language classes and that have not been changed in any way for EFL students. This is to convince many scholars that authentic material may add an excellent atmosphere when used in language EFL classes.

Furthermore, Senior (2005: 71) said that “students feel more confidential and more secure when handling authentic materials as long as their teacher provides them with pedagogical supports.” As well as Herod (2002) claimed that authentic learning materials and activities are designed to imitate the real world situations. Meanwhile, texts are not the only kind of authentic materials, as confirmed by Tomlinson (2010) when he said that authentic materials are any aspect of material that can be used in facilitating the process of teaching language for learners. Even though, Jacobson et al (2003: 1) think that authentic materials are printed materials, which would be used inside the classrooms in the same way, they are used in real life, others claim that they can be more than written texts and books, they can be videos, magazines, songs, articles, movies, handouts, internet and data shows or any other source of language input.

#### **4. Types of authentic materials**

Nowadays, the methods of teaching have developed over time to work in parallel with the aims and purposes of the ELT. Many types of materials were used,

but always teachers were having tendency towards authentic ones, that is because of their reliability, validity, and effectiveness. We would like to categorize those AMs as Genhard (1996. Cited in Al-Azri et al, 2014) put them into three categories, where he firstly put the songs, radio news, and cartoons as authentic listening materials. Secondly, he named the street/road signs, magazines and newspapers pictures, and post cards and so on, as authentic visual materials. And finally, the authentic printed materials have consisted of all the printed ones, as the well-known saying that says “one picture is worth a thousand words”, like sport reports, newspapers, restaurant menus, and train tickets.

Furthermore, and with the same way of categorizing AMs that Genhard (1996) did, with a small difference when it comes to the first category of the authentic listening materials, Maroko (2010: 7) has named them *audio materials*. While the remaining ones stay as they were mentioned above.

Moreover, we have found other linguists, like: Trujillo, Turrecillas and Salvador who have categorized authentic materials labeling them with other terms; the *old*; the *new* and the *newest*; by old AMs, they mean textbooks, hand-made materials as traditional ones. Whereas, by new AMs, they mean the over-head projectors, the video camera and player as a modern way to teach foreign languages with. Furthermore, by the last category (the newest AMs) they mean information and communication technologies (ICTs), which is the best way to represent the FLT as it deserves to be presented to the language learners (source unknown: 2).

Finally, it is better to mention that the more EFL teachers use different authentic materials in order to present their lectures, the better their learners will benefit from.

## **5. The sources of authentic materials**

In the field of EFL teaching, the used materials have big effects on the development of the students' communicative proficiency. As a result of their importance on the learning process, EFL teachers include authentic materials during the presentation of their lectures. Some of these AMs' sources are mentioned as follows:

### **5.1. Audio-visual materials**

After the technological development in all fields, authentic audio-visual materials have affected the domain of EFL teaching where they are implemented in language classes as types of resources of the target language. We may mention some of them such as: over head projectors (OHP), the internet, videos, movies, TV shows, TV commercials, and documentaries. Here are some of the explanations of some of these materials:

#### **5.1.1. The internet**

The internet is one of the main authentic sources that are used nowadays, as a way of teaching in the EFL classes. Moreover, it is considered as a very beneficial source, which helps both EFL teachers and students to access to various materials that they need in developing their abilities to teach English as a foreign language; also, it paves the way to improve the students' communicative proficiency development.

#### **5.1.2. Videos**

They are considered as the most powerful authentic sources that could be implemented in the field of teaching English as a foreign language. They provide a

wide range of activities for both EFL teachers and students to practise in order to enhance their four skills and particularly the listening and the speaking ones, as well as the level of their comprehension.

Also, videos are preferable authentic materials, because of the opportunity they offer to both EFL teachers and students to display audio and visual input. These kinds of sources can be on many sorts like movies and video clips.

### **5.1.3. Over head projector (OHP)**

It is a very helpful and usefull device that permits EFL teachers to present visual aids or demonstrate the material to take advantage of. As mentioned by Harmer (2001: 136) the OHPs are very practical authentic materials, because of their small weight that allows anyone to carry them easily. Also, they do not need too much technical knowledge to work with. Even teachers with less technical capacities can manipulate them easily. So, over head projectors are a good help for teachers to project some authentic materials that would be used in the teaching process. Again, because of their multiple advantages for the lectures progression and the EFL students' understanding, these tools contribute in the good running of the lectures.

## **5.2. Audio materials**

Audio materials are the ones which are used for listening only. They can represent big help for both EFL learners and teachers when used properly. Nowadays, they are available and at the reach of everyone. The followings are just some of them:

### **5.2.1. Songs**

The use of songs is the most used authentic material in the English language teaching, as a result to the teachers' and students' preferences in the way of learning the English as a foreign language. Also, a great impact is left on the EFL students' pronunciation, as well as their listening and speaking abilities. As Mishan (2005: 196) states, "that is why all the products of technical communication (TC), music and songs are consistently well-presented in the language classroom."

Again, songs are considered as an excellent means of reinforcing the EFL students' vocabulary and grammar through their lyrics, as stated by Mishan (ibid: 200) that "a widespread attitude in language teaching is to treat TL songs merely as authentic examples of grammar structure." This is an opportunity for learners to acquire some difficult grammatical structures.

Furthermore, songs are authentic materials that are used widely in the EFL teaching process, which convey messages about various subjects in both direct and indirect ways. Moreover, they help them to go deep in their feelings, emotions, and problems. Also, they provide students with a lot of the target language aspects and contexts, as confirmed by Morales (2007), (cited in Castro Vilada, 2009: 17).

### **5.2.2. Radio**

EFL teachers are able to use one of the most easily accessible listening authentic materials, which is radio. Radio can be used while presenting the oral expression lectures by EFL teachers to display different subjects that help the foreign language students' motivation, curiosity, and communicative proficiency.

Also, its use will expose EFL students more to the target language with its expressions and vocabulary as asserted by Mishan (2005: 138). Thus, when exposed to these materials, students acquire more vocabulary which will help them having a good command of the target language.

### **5.3. Visual materials**

Nowadays, visual materials have become compulsory to make any lecture successful. They are preferred to be used by both learners and teachers of foreign languages especially English. So, some of the mostly used ones are mentioned as follows:

#### **5.3.1. Black boards**

It is one of the unusual authentic materials that could be implemented in order to support the subject being studied. The black board is the simplest resource that EFL teachers can use in their teaching process. It is usually used in all language classes, and it becomes very fruitful for the EFL students if the teachers know how to use it.

#### **5.3.2. Newspapers**

As it was defined by Mishan (ibid: 154), “newspapers are the most easily available and accessible of the news media-anyone, anywhere can buy them (...) and they are less abstract than their broadcast counterparts.” So, they bring up-to-date information, adaptable for many levels, and show many different sorts of practical vocabulary and expressions that would develop the EFL students’ communicative proficiency.

Consequently, newspapers are widely used as a type of authentic materials in the learning process in order to raise the level of the students' interests to the language expressions and contexts, and challenge their linguistic complexities of the used language by providing them with different levels of difficulties of texts.

## 6. Authentic and non-authentic language

We have noticed that many researchers have mentioned the differences among the authentic and non-authentic language. Where the first one is considered as a language particularly designed for native speakers, whereas, the non-authentic language is concerned as a language that is specifically to the non-native speakers and language learners. This was clarified by Hedge (2000: 240) where he made a comparison between natives' natural speech and recordings that are made for language students, which was expressed in the following table:

<b>Authentic language</b>	<b>Non-authentic language</b>
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: elisions	Carefully articulated pronunciation
Variety of accents	Received pronunciation
Any grammatical structure natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer complex sentences	Grammatically correct sentences

Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences).	Ellipsis infrequent
Background noise present	Background noise absent

**Table 1: A comparison between authentic and non-authentic language (Hedge, 2000: 240).**

As the table above shows, that there are different characteristics of the language used. Where we can see that authentic language presents the natural features which deal with all its variations whether in pronunciation, intonation, or in incomplete structures which are used to make meaning and coherence. While, the non-authentic language have different features of the language, where they deal with the language in formal way, keep the turn taking, and have complete grammatical correct sentences.

## **7. Advantages and disadvantages of using authentic materials**

As the saying says *each coin has double faces*, the use of authentic materials in the EFL classes applies this saying, but we should mention that the positive side is a way which is more effective than the negative one. Many educators and researchers have affirmed on the great benefits of the authentic materials like: Shanahan (1997), Nunan, (1989), and many others. EFL teachers' goals and aims would be achieved easily and faster when presenting their English lecture using the various authentic materials. By the use of authentic materials, the learning of English as a foreign language would be easier for the EFL students, and it will provide them with many significant advantages rather than the disadvantages. We would like to clarify the

positive and negative effects of using authentic materials while teaching English as a foreign language as follows:

## **7.1. Advantages of using authentic materials**

As a way of developing EFL students' communicative proficiency, EFL teachers make sure that they implement different ranges of authentic materials that would help their students to be motivated more from the side of their curiosity, attention, and exposing them to real language contexts. Thus, real life materials always create real language contexts. Many scholars have stressed on the advantages of the use of authentic materials, such as: Widdowson (1996), Stevenes (1987), Nunan, (1989), and Shanahan (1997).

### **7.1.1. Exposing learners to real natives' language**

Authentic materials are considered as an opportunity to be in a direct contact with the target language, and be familiar with the natives' contexts. It was confirmed by Widdowson (1996), as cited in Al-Azri et al (2014: 250) "real English as it functions in contextually appropriate ways, needs to refer to how people whose language as an L1 actually put it, to communicate and use", which was affirmed by Stevenes (1987) as cited in Nunan, (1989: 93). Using authentic materials as a means of teaching English as a foreign language has offered multiple advantages for the learners' communicative proficiency. Among these advantages, we can say that they represent a good way to expose EFL learners to the real-life situations' contexts. Also, they would help students to develop their awareness about the target language through the used expressions and vocabulary as natives do.

### **7.1.2. Enhancing students' abilities of communicative proficiency**

Authentic materials' use has other impacts on EFL students' abilities and capacities. They provide students with the necessary notion of communication, through many positive effects such as: improving their pronunciation, word spelling, receptive and productive skills. Also, using authentic materials will encourage EFL students to get rid of anxiety and shyness especially when performed in a non-threatening atmosphere.

### **7.1.3. Rising the level of participation in EFL classes**

This advantage is one of the main ones among many. As a consequence of the use of the genuine materials while teaching English as a foreign language, it was noticed that EFL students have become more interested in the presented topics and participate more in the classroom. They shift from being passive learners to active ones, as a result of the use of AMs. As these materials represent something new for the learners, they contribute in encouraging even the shy recluse ones to participate. Students turned to be more practical, motivational, and satisfactory.

### **7.1.4. Improving critical thinking**

EFL teachers have become more aware about the positive impact of the usefulness of authentic materials on their students' way of thinking and viewing the target language. That is why the more they expose them to different authentic materials, the better their way of thinking, reasoning, and behaving change to be more like natives'. As a result, EFL students will be able to interpret and understand the

native speakers' intentions because of their ability to make critical thinking to everything they are exposed to about that target language.

### **7.1.5. Providing a good classroom environment**

Using authentic materials while teaching English as a foreign language, will supply a good educational environment inside the EFL classes. As it was viewed by Strevenes (1987) (cited in Nunan, 1989: 93) the use of AMs would “provide learners with opportunities for genuine interactions which have a real-life point to them.” As the classroom is the unique real educational environment for learners, when using authentic materials in it, this will add an important thing to the good running of the lecture.

### **7.1.6. Helping EFL teachers in the lectures' presentation**

It is one of the favourite ways that EFL teachers prefer, where they like to provide their learners with different ranges of authentic materials that give them the chance to work with more activities that the students need to master. As a consequence, EFL teachers reach their goals and aims by developing their students' four skills and thus, their communicative proficiency.

### **7.1.7. Facilitating the relevance with the cultural aspects**

Since the language cannot be taught without its culture, which is presented as beliefs, arts, customs, and values that define the target language's community or group of people, there is a need for those components to be acquired by EFL learners.

Developing their consciousness about the cultural aspect is much important as the other aspects like pronunciation and grammar.

It is necessary to be accepted culturally in the target language, not only to be able to produce the expressions and words as the native speakers do. It is a good point of view that was confirmed by Shanahan (1997) who stated that culture is not just mere facts that can be taught and learnt; whereas, it is a way to make learners feel the need to speak and use the target language (Cited in Kilickaya, 2004).

### **7.1.8. Motivating EFL students' learning process**

As it was confirmed by Peacock (1997: 144) the use of authentic materials motivates EFL students' learning process as it encourages their sense of learning and engaging them more with the target language rather than exposing them to the artificial or non-authentic materials.

Moreover, Gonzalez (1990: 118), as cited in Peacock (1997: 145) claims that she has found after her study that EFL students' reaction towards the use of AMs were positive, because they declared that they prefer to use those materials, as a result of their different good impacts on the students' attitudes when they are related to the learning process.

Furthermore, Gonzalez (ibid), as cited in Peacock (ibid: 152) has recommended that EFL teachers have to use authentic materials while they lecturing rather than the artificial or the non-authentic ones, because of their big collision on EFL students' behaviour, concentration, and involvement in the target language learning activities.

## **7.2. The disadvantages of using authentic materials**

Some scholars and educators were against the use of authentic materials in the language teaching process such as Richard (2001), Kilickaya (2004). They declared that the use of authentic materials may increase some difficulties of understanding for the EFL students, because they were not designed neither for non-native speakers nor language learners.

Since the authentic materials were not designed for educational purposes, Kilickaya (2004) believed that AMs would not be helpful for the teachers, because of the time loosing when s/he will need to explain and simplify the meaning, the vocabulary, and the specific expressions that are used whenever s/he presents the lectures using authentic materials.

This was confirmed by Richard (2001: 254) that even if the use of AMs has big impact on the EFL learners communicative proficiency, they have shown some difficulties whether in the used language, the unneeded vocabulary items, and the complex language structures, which might make problems for both teachers and students of English.

This would negatively affect the learners' abilities towards learning English as a foreign language, like: the mixed structures, new vocabulary and knowledge, also, they may encounter difficulties in the pronunciation.

Furthermore, it is affirmed by other educators that using authentic materials during teaching English as a foreign language will leave a negative impact on weak EFL students, because they will suffer from the complexities of the used language in these materials, which will make learners unmotivated and frustrated.

Moreover, others think that the use of authentic materials inside the EFL classes maybe rejected by some of the EFL teachers and students, because of its' inappropriateness socially and culturally in some of its elements and aspects.

So, authentic materials need to be perfectly selected and implemented by the EFL teachers to facilitate its use to their EFL students' objectives and needs.

### **7.3. The linguistic and non-linguistic advantages**

Beside the above mentioned advantages, Al Azri et al (2014: 251) claimed that most researchers realize the use of authentic materials' role in developing students' learning levels of the target language. He confirmed his claim by stating that Guariento & Morley (2001), Wilcox & Oaks (1999), and Weyers (1999) have stated that using authentic materials has two categories of benefits which are: linguistic and non-linguistic advantages. This was clarified as follow:

#### **7.3.1. The linguistic advantages**

It became obvious that authentic materials have positive impact on the students' achievements as affirmed by Al-Azri et al (2014: 251). Otte (2006) cited in Al-Azri et al (2014: 251-252) noticed that using AMs enhance the EFL students' listening comprehension skills and their motivation. It also involves in the development of the reading skills of the EFL students as well as learning new vocabulary.

Moreover, Harmer (1994) cited in Al-Azri et al (2014: 257) has confirmed the previous mentioned advantages, and added others such as raising the students' self

confidants, allowing them to produce excellent items of the target language in short period of time.

Furthermore, (Philips and Shetlsworth, (1978); Clarke (1989); Peacock (1997); cited in Richards, (2001)) as it was cited in Al-Azri et al (2014: 252) where they see that the advantages of using authentic materials on the EFL students can be shown as exposing them to real language, they are more related to the learners' needs, also, it adopt the students' attention to new cultural information and helps the EFL teachers to apply more creative tools and methods while their teaching process.

### **7.3.2. The non-linguistic advantages**

After we have spoke about the linguistic advantages, we would like to mention some of the non-linguistic advantages to be more objective in our research.

Some researchers like Gilmore (2007) and Sherman (2003) have mentioned the motivation as one of the positive effects of using authentic materials on the EFL students' communicative proficiency; also, it is concerned as one of the main Elements in the success of the learning process.

This view was confirmed by Kilickaya (2004), Berado (2006) who have affirmed that the use of authentic materials contributes in increasing the students' and teachers' motivation towards practicing the real language and experiencing situations beyond the classroom as well, cited in Al-Azri et al (2014: 252).

Moreover, another non-linguistic effect was mentioned by Sherman (2003) cited in Al-Azri (2014: 252) that the importance of using AMs is a way to see and

experience the culture of the target language, when she claims that “it is a window into culture.”

As a conclusion, we would like to say that the non-linguistic advantages are important as well as the linguistic one. So, the use of authentic materials with both advantages (linguistic and non-linguistic) is very beneficial and essential for the EFL students, as a consequence of its’ benefits where it make them closer to the real target language by raising their levels of motivation and cultural awareness.

## **Conclusion**

This chapter was an attempt to review the aspects related to the authenticity of the used authentic materials in the foreign language learning process. Moreover, we have presented a brief background of the authentic materials, and stressed on many sources of these reliable materials. Furthermore, we have presented many different advantages that come as a result of its use in the learning process; its benefits and help to both EFL teachers and students to reach the aimed goals. Finally, we are able to say that though authentic materials cannot transform language learning by itself, but they can be a noticeable resource of input for language teachers and learners.

As a result of its multiple advantages and benefits that offer to the EFL learners, it is considered as an opportunity to motivate the learning environment and improve their communicative proficiency.

**Chapter two**

**The Development of the Students’  
Communicative Proficiency**

## Chapter two

### The Development of the Students' Communicative Proficiency

Introduction .....	34
1. Definitions of communication.....	35
2. The notion of communicative competence .....	36
3. Some definitions of communicative competence .....	39
4. The notion of communicative proficiency.....	43
5. Some definitions of communicative proficiency .....	44
6. Communication problems .....	45
6.1. Semantic barriers .....	45
6.2.Organizational barriers .....	45
6.3.Interpersonal barriers .....	45
6.4.Individual barriers .....	45
6.5. Cross cultural barriers .....	46
6.6.Physical barriers/ channel and media barriers .....	46
6.7.Technological barriers .....	46
7. Effective communication .....	46
8. Types of communication .....	47
8.1.Interpersonal communication .....	47
8.2.Mass communication .....	48
8.3.Social communication .....	48
9. Reading and communication .....	48
10. Written communication .....	49
11. Oral communication .....	49
Conclusion .....	51

## Introduction

The communicative approach of language teaching (LT) has appeared since the late 1960's, according to Hymes (1965), in the field of English language teaching (ELT) and applied linguistics. It was a shift in our understanding of how languages are learned and subsequently taught; from a purely application of the structural linguistics and generative transformational grammar (GTG) to focus more on the language use in different fields such as second language acquisition (SLA), pragmatics, discourse analysis and the applied linguistics.

The complex nature of language learning had been well-introduced by linguistics, psycholinguistics, cognitive psychology and sociolinguistics like De Saussure (1959), Hymes (1966) and Bachman (1990); these factors were the key role in this process. Moreover; they show that communication is a pivotal pillar in language learning.

It was claimed by Bloom (1978: 1) that: "Languages exist because of the functions they serve, and so how individuals learn to use language for such different purposes as to get and give information and initiate and monitor interactions with others is a major aspect of development". We may say that the development of language learning is related to its' functions that differ by the use, purposes and the personality of the individuals.

In this chapter, we will try to give some definitions of both communication and the concept of communicative competence (CC), and then shed light on its notion integrating the four skills, the components of communicative competence CC model.

Furthermore, we will concentrate on the relationship between reading and speaking in communication trying to show the linkage that combines their effects on the EFL students' communication level. Finally, we will shed light on some of the most common communication difficulties and problems that may encounter a large number of learners.

## **1. Definitions of communication**

The term communication can be defined as Wood J.T. (1997: 3) did, that "it is a systemic process in which people interact with and through symbols to create and interpret meanings". This led us to say that the communication is systemic which means that it is interrelated with its elements. Also we noticed that it is considered as a process, because we cannot stop communication as it is continues changing and always in motion.

The same term was defined by Abou Youcef (2005:4) as "an attempt to bridge the gap between two individuals through producing and receiving messages which have meaning for both". Here we can say that communication is a way to send and get messages over people that make relationships and transitions between each others.

Another definition was proposed by Cleary (2008: VII) where he claims that "communication is the process of creating meanings between two or more people through the expression and interpretation of messages". Here we may say that Cleary had clarify the definition of the term "communication" by showing that it is a process that facilitate the peoples' life by helping them to interacted with each other efficiently and easily through the interpretations and the expressions of their messages.

## **2. The notion of communicative competence**

Communicative competence is one of the key words in language teaching (LT) and linguistics. It has been employed differently in various contexts and has ended to have a precise meaning since the late 1960's; as it was interpreted in different ways for different purposes by many linguists such as: Canale and Swain (1980), Canale (1983), Bachman (1990), Celce-Murcia et al (1995). Consequently, the concept of language learning explains the emergence of communicative approaches to the L2 teaching over the last decades whose pedagogical goal is to develop learners' communicative competence, i.e., the ability to use the linguistic system in an effective and appropriate way. As stated by Celce-Murcia and Olshtain, (2005), that the great requirements that need to be worked on the syllabuses and the curricula are not facile to be applied with this concept in the pedagogical fields.

According to Chomsky's theory in 1965, the linguists' and educators' reaction was heterogeneous (mixed); so the next theory of Hymes (1966) which was against the previous one had a lot of acceptors who totally agreed with its' thoughts and concepts.

Hymes (ibid) started to focus on other elements and rules beside the grammatical ones, which he made a combination with to build up his own new theory, such as the sociocultural, psycholinguistic and the probabilistic systems of competence. So, it was the point that made the linguists started to study the language as a means of communication not as an isolated language.

Communicative competence was designed in several modals by many linguists who tried to determine which aspects are necessary for the language learners whose main objective is to be able to communicate effectively in the target language (TL).

Firstly, there was more concentration on the isolated linguistic forms and structures by many researchers like De Saussure (1959) from a structuralism point of view in '*langue*' and '*parole*'. Then we have the Chomskyan's generative transformational grammar (GTG) view which focuses on the concept of competence and performance, as he claims that Linguistic theory is concerned primarily with an ideal speaker-listener, in a completely homogeneous speech community, who knows its language perfectly and is unaffected by such grammatically irrelevant conditions as: memory limitations, distractions, shifts of attention and interest, and errors (random or characteristic) in applying his knowledge of the language in actual performance (Chomsky, 1965: 3).

Again, Chomsky (ibid) was emphasizing that the speaker-listener's internal grammar that judges the grammaticality of sentences is the main object of investigation for linguists. These views were looking for the perfect grammatical knowledge in common between native speakers (NSs) of a certain language. Meanwhile, they ignored the theory of communication which concentrates on the real use of language in a particular context.

According to Badib (2007), the approach of communicative competence was coined by Dell Hymes in 1966 as a reaction to the perceived one of Chomsky's in 1965 to make distinction between competence and performance. Chomsky (1965) differentiates between competence and performance, saying that the latter, is related to the psychological factors that are involved in the perception and production of speech, whereas, the former refers to the linguistic system an ideal native speaker (NS) has while performing.

He had totally neglected the real use of language and focused only on its systems and the isolated sentences. So, according to him (ibid: 3):

Linguistic theory is primarily concerned with an ideal speaker-listener, in a completely homogenous speech community, who knows its language (the speech community's) perfectly and is unaffected by such grammatically irrelevant conditions as memory limitations, distractions, shifts of attention and errors (random or characteristic) in applying his knowledge of the language to actual performance.

Therefore, again, Chomsky (ibid) tried to confirm that despite we speak different languages; it is obvious that all people are talented with the same linguistic competence as an innate foundation. His mentalist theory that he advanced has seen the language learning (LL) as a biological capacity for each child with the ability to process since birth. These abilities would be like the ability to organize language into systems of structures, recognize speech, and construct the simplest possible system from the data to which it was exposed and determine the possibilities in any linguistic system; this is what is he has called the language acquisition device (LAD).

Badib (2007) suggested the following figure that shows the evolution of the linguistic theories which have developed over time.

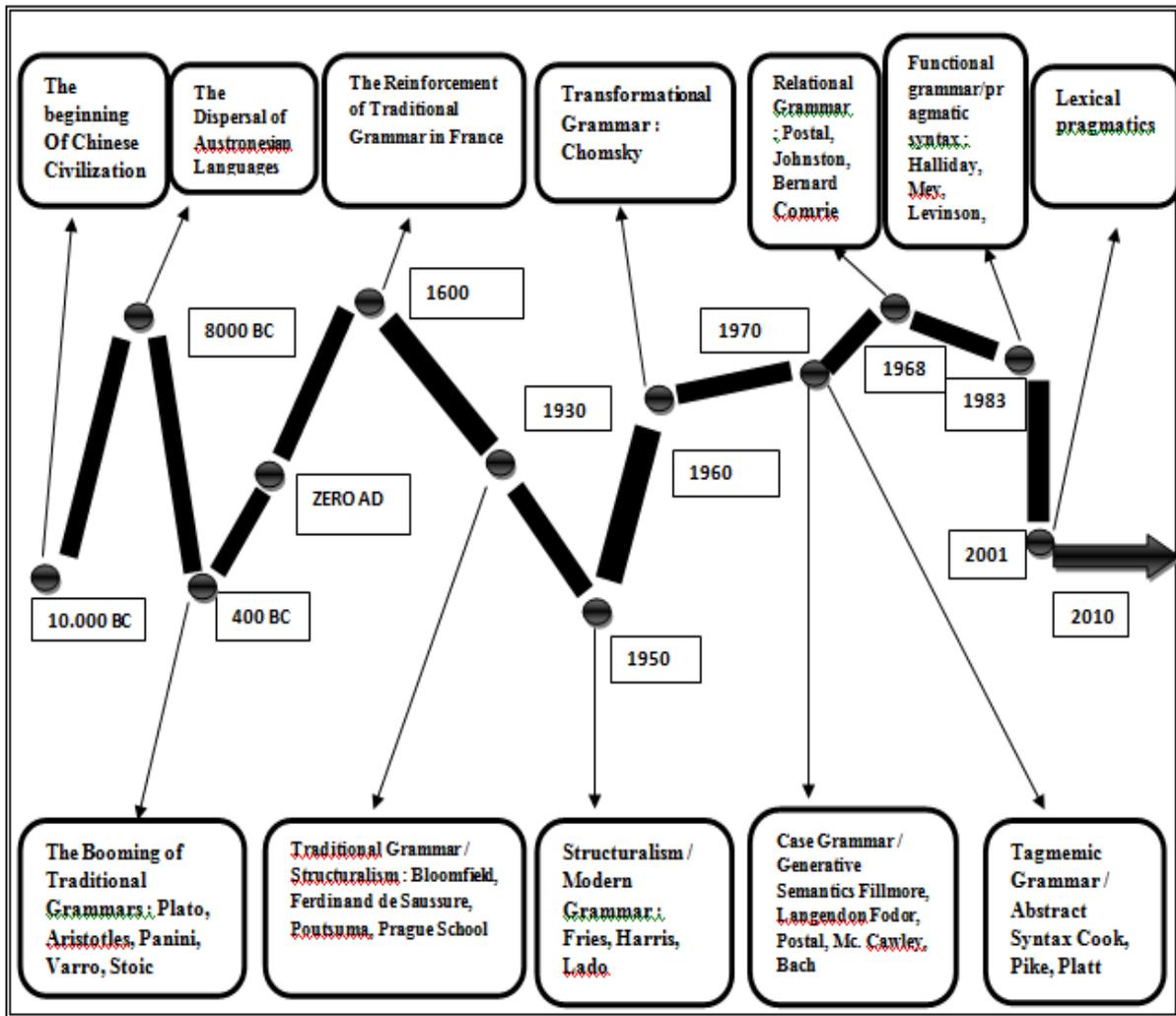


Figure 1: The evolution of the linguistic theories (taken form Badib, 2007)

### 3. Some definitions of Communicative Competence

The learner’s ability in using language accurately and fluently is the linguistic term which is known as the communicative competence. At the same time, it is considered as a term in linguistics which refers to a language user’s grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately.

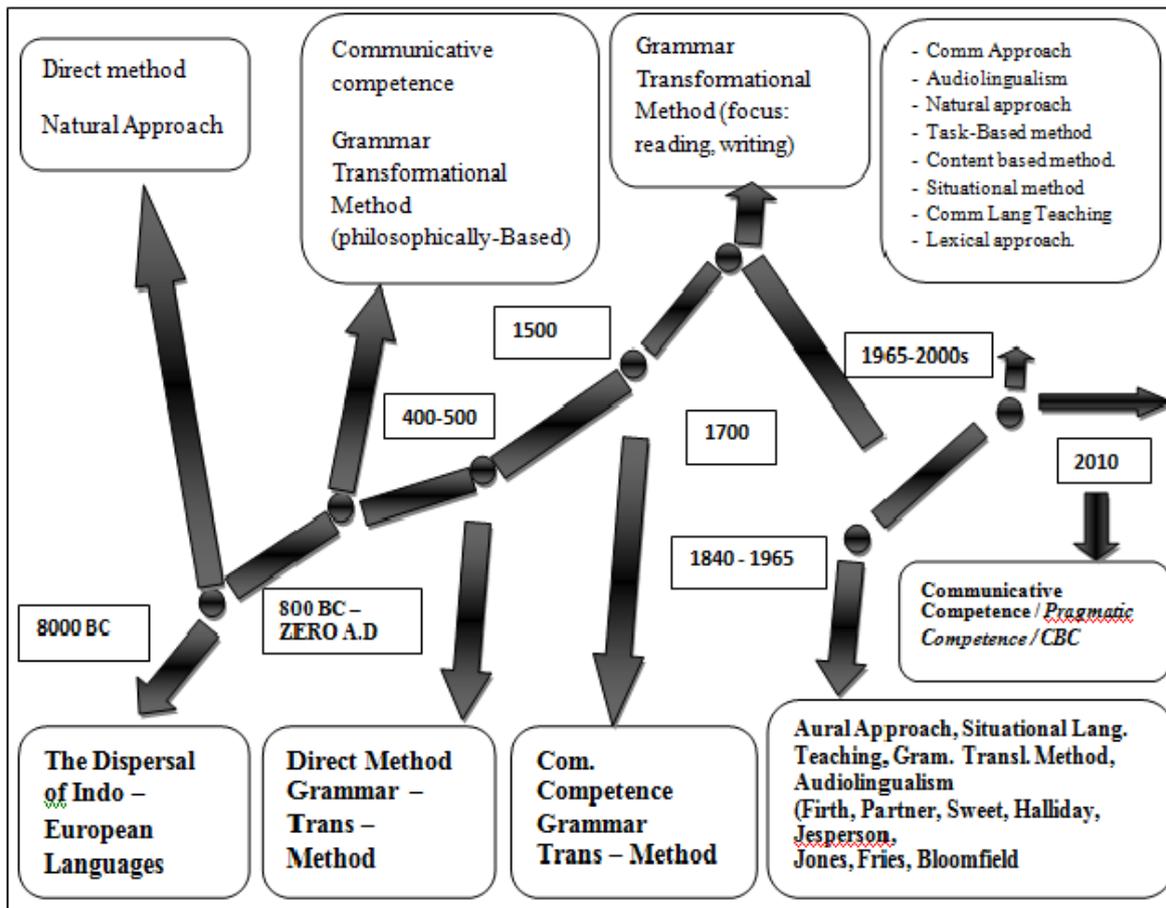
The idea of competence in its new meaning has its origin in the Chomsky’s (1965) distinction of competence and performance. Hymes (1972: 273) equates

Chomsky's competence with De Saussure's (1956) "langue and parole". He also claims that "Chomsky associates his views of competence and performance with the Saussurean concepts of langue and parole." Hymes defined communicative competence as the knowledge of both rules of grammar and rules of language use appropriate to a given context.

According to Longman Dictionary of Applied Linguistics (LDAL) (1983: 49) communicative competence means "the ability not only to apply the grammatical rules of a language in order to form grammatically correct sentences but also to know when and where to use these sentences and to whom." Here, the importance is not only given to the grammatical rules and the necessity to con them over, but also the ability to put these rules into practice.

Brown (1994: 227) states that "the communicative competence then is that aspect of our competence that enables us to convey and interpret messages and to negotiate meanings interpersonally within specific contexts." So, contexts play an important role in interpreting the messages accordingly. Moreover, communicative competence plays an important role in interpersonal communication.

The next figure shows the development of foreign language theories that it was characterized by Badib in 2007.



**Figure 2: The development of foreign language teaching theories (FLTT). (Taken from Badib, 2007).**

The above figure represents the growth of the foreign language teaching theories (FLTT) as suggested by Badib (2007) who started his language development by its' first emergence which is the dispersal of Indo-European Language about (8000 BC) the concentration was on the direct method and the natural approach. Then after those ones, there was more concentration on the effectiveness of the used method, which led to communicative competence approach (CCA) and grammar or transformational method (GTM) (philosophical-based) (800 BC) that focuses on the communicative competence approach (CCA), on which our research is based.

After those methods, the concept of teaching a foreign language was more developed which led the linguists and the scholars to work on the direct method and grammar-transformational method (GTM) in between (400-500 AD), while in 1500, the communicative competence grammar transformational method was applied as a way of foreign languages teaching (FLT).

Furthermore, in 1700 there was a new way of thinking which was based on the grammar transformational method (GTM) with a great focus on the reading and writing skills; between 1840 and 1965, the most important evolution in the field of foreign language teaching (FLT) appeared by the emergence of many approaches and methods based on the previous ones; among them we may mention the aural approach, the situational language approach, teaching grammar transformational method (GTM) and audiolingualism.

By the time of 1965 to 2000 and during the beginning of 21<sup>st</sup> century, very distinctive methods and approaches were already grown, such as: Communicative approach, Audiolingualism, Natural approach, Task-Based method, Content-based method, Situational method, Communicative language teaching and the Lexical approach.

Those methods and approaches have made a big difference in the field of teaching foreign languages which was led by many great linguists such as: Halliday, Bloomfield and Sweet; who finally coined the term 'communicative competence/ pragmatic competence' (CBC) in 2010.

Again, competence in language was accurately defined in terms of grammatical knowledge, as stated by Campbell and Wales' (1970: 247) where they declare that the grammatical rules are not the most essential linguistic ability in communication, but

the production, understanding and the appropriateness of the utterances in each context are the core of communicating effectively.

The idea was so influential that most linguists and language experts, while attempting to contribute at any issue concerning the nature of language, have stressed on the distinction between “competence and performance.” Communicative competence was the resort for many linguists because of the lack of the empirical supports for this highly theorized concept which Taylor (1985) qualifies as “a more realistic substitute to linguistic competence”.

Hymes (1967) totally agrees with Brown when he gave his own interpretation for communicative competence where he claims that “this aspect of our competence enables us to convey and interpret messages and negotiate meanings interpersonally with specific contexts” (Cited in Brown, 2000: 246). This emphasis on the ideas that concentrate on that the use of the grammar rules only would not lead to any linguistic understanding unless it was cooperated with rules of use (Hymes: 1972: 277).

So, communicative competence can refer to what a speaker needs to know to communicate effectively as stated by Cabalquinto, (1989).

#### **4. The notion of communicative proficiency**

The communicative proficiency (CP) is considered as a sub-approach which was developed from the general approach of communicative language teaching (CLT).

This approach has come forth in 1920's, by the British applied linguists who were the first ones who took the CP origins from the British language view of “structuralism” like A. S. Hornly and H. Palmer. They sort the speech ability as the

main principal of this approach, which is considered as the excellent form of the language structure where the human beings share and exchange their life experiences and problems which reflect their ideas, manners, and beliefs in their own society.

In the 1980's, the CPA became more developed after the teachers' choice to teach the foreign language (FL) as a communicative process and developing students' communicative proficiency instead of working only with the isolated grammar rules, definitions and vocabulary items; all of these changes in the method of teaching were arranged to manage the social interactions proficiently, accurately and successfully.

## **5. Some definitions of communicative proficiency**

The term of communicative proficiency has occupied a good place in the field of foreign language teaching (FLT) in the late 20<sup>th</sup> century and the beginning of the 21<sup>st</sup>. As a result of these developments, many educators and linguists had defined the term of proficiency as a sub-approach in the field of English as a foreign language (EFL).

The term "proficiency" was defined by the Oxford Learners' Dictionary as the capacity of doing something well as a consequence of the practice and the training, whereas, the term communicative proficiency (CP) was defined as the "ability to use a language for a purposeful communication successfully and proficiently."

As a result of these two definitions we may say that the communicative proficiency (CP) is an approach where the language is considered as a purely process of communication; at the same time we are able to state that this communicative process should be appropriate and accomplished the target goals and aims by training and practicing the target language (TL).

## **6. Communication problems**

Communication problems often appear when people communicate in an unclear way or when the language used is clumsy to one part of them. When students read difficult texts; full of very difficult words, they encounter problems to understand the message conveyed by the author. Psychologists and educators have shed light on many types of communication problems.

Sehgal (2006: 92) states that certain barriers in communication affect the clarity, accuracy and effectiveness of the messages. Again, Sehgal (ibid) has suggested seven types of barriers which hinder the effectiveness of communication. He put them as follows:

### **6.1. Semantic barriers**

Different people assign different meanings to one specific message. This is due to the problems with meaning, significance, and sending and reception of the meaning and content of the message.

### **6.2. Organizational barriers**

This type of barrier develops due to the problems with physical distance between members with respect to their functional specialization of tasks, power, authority and status relationship, values held, and ownership of information.

### **6.3. Interpersonal barriers**

These barriers also develop in the process of communication. They are based upon the relationships, values held, and attitudes of the participants in the process of communication.

### **6.4. Individual barriers**

These are also called psycho-sociological barriers. The problem of this barrier arises due to differences in individual competencies to think and act, which would

include physical ailments or handicaps. It is also because of the individual's skills in receiving and transmitting information, which would include poor listening and improper reading skill and adverse psychological conditions.

### **6.5. Cross cultural (geographic) barriers**

Culture is shared set of values and attributes of a group. The communication barriers are also seen because of time, geographic location, and the effects of time upon reception of the message and other cross cultural factors.

### **6.6. Physical barriers/ channel and media barriers**

The effectiveness and accuracy of communication is also affected by physical barriers like distance, noise or channel and the media used in the process. Here, problems that confront the media are used in the process. Problems that confront the issue of how best to communicate a message are also included. (For example, it is best to transmit a message face to face rather than in writing).

### **6.7. Technological barriers**

They are barriers which arise due to technological advancements in the field of communication. Technology generates lot of information, which is beyond the capacity of the recipient. Furthermore, the media advancements on account of technological process increase barriers.

## **7. Effective communication**

Effective communication is a communication between two or more people wherein the message is successfully delivered, received and understood. In other words, communication is considered effective when both the sender and the receiver feel that the conveyed message is understood.

Seligman (2016: 10) states that:

Effective communication skills are fundamental to success in many aspects of life. Many jobs require strong communication skills and people with good communication skills usually enjoy better interpersonal relations with friends and family. Effective communication is a key to interpersonal skills and learning how we can improve our communication.

So, we can say that the communication is effective when all the participants share the same messages' meaning among the parties (sender and receiver).

## **8. Types of communication**

Sen (2009: 10) states that there are eight types of communication which are:

1. Personal or intra-personal communication.
2. Interpersonal communication.
3. Organizational communication
4. Mass communication
5. Social communication
6. Transformational communication
7. Corporate communication
8. Group communication

So, because of their importance, we are going to mention the explanation given by Sen (2009) of three types only:

### **8.1. Interpersonal communication**

It involves interaction between two persons, or a small group. The advantage of interacting with fewer people makes it possible for people to open up and discuss matters to one another's convenience. The possibility of exchange of views and opinions on the spot makes this type of communication very valuable to an organization, staff meeting,

and briefings about work to be carried out. Feedback and customer relations are examples of this type of communication.

## **8.2. Mass communication**

It is for disseminating news about the organization to the stakeholders and to the public. Through staff newsletters, press releases, annual reports, interviews to the media, the organization passes on information about changes in policies, new projects, mergers and acquisitions, and any information that should interest the mass about the organization.

## **8.3. Social communication**

It occurs when people interact with one another in groups outside the organization, converse and share ideas in social gatherings and generally exchange pleasantries without talking shop. While it is different to communicate within an organization, social communication demands that people know the social skills of greeting one another, making oneself known to the host/hostess/the organization, and mingle with the crowd without petting too rigid and socially gawky. Very often businesses happen in such social parties than in the formal environment of an organization. One should be equipped with the relevant skills.

## **9. Reading and communication**

It is obvious that there is a strong relationship between reading and communication. This is confirmed by Russell (2013: 274) when he said that the act of reading is not complete until ideas have been received and then passed along to others. He (ibid) added that here lies the close link between reading and communication. This is true, to a good extent, because when reading any passage, we are coming across the

ideas of the author and when dealing with them, as if we are communicating with the author. Again, when reading we get ideas from the printed material and when comparing them with one's ideas or transmitting them to others, we communicate either with oneself or with others. So, reading increases the communication process by transferring ideas from the author to the reader's mind.

When students read texts which go with their level or when they are fully explained by the teacher, they will communicate the ideas in a clear, precise and explicit manner. Whereas, those who find the texts they are coming across too difficult to understand, they will communicate in a vague and indirect manner.

## **10. Written communication**

Written communication, as stated by Surbhi (2015) is a formal means of communication where the messages are carefully drafted and formulated in a written form. Normally, these pieces of information need to be kept as sources reference when needed. So, written communication is the only means through which messages are transmitted in a reliable way. Most people prefer this kind of communication because it is very formal and sophisticated. But, one of the negative aspects of written communication is that it is considered as time consuming because the sender has to wait for the response of the receiver. Sometimes, the former is not completely sure whether the former has read the message or not. So, the feedback is not quick; in contrary, it takes time.

## **11. Oral communication**

Surbhi (2015) states that oral communication is the process of conveying or receiving messages with the use of spoken words. It is obvious that nowadays, the

major medium of communication in this developed world is speech. It is a day-to-day means of oral communication used by millions and millions of people from the moment they wake up to the moment they go to bed. As Flomata (2003: 3) said, speech is the tool that leads to mutual understanding and appreciations; hence, it is important to employ and develop these God-given faculties.

Oral communication can be performed in a direct form or in an indirect one. In the former, we can find in direct conversation between two or more people, like face to face conversations, meetings, lectures, seminars, conferences and so on. In the latter, another medium is used to interchange the information sent to the audience. The good thing is kind of communication is that it makes the conversation between people more effective because they can notice even the non-verbal cues like the facial expressions, the tone of voice and para-linguistic gestures. But, the problem in oral communication is that once the words are spoken people can never take them back, even slips of the tongue.

Surbhi (ibid) made a very simple distinction between oral communication and written communication in the following table:

Basis for communication	Oral communication	Written communication
meaning	Exchange of ideas, information and message through spoken words is Oral Communication.	Interchange of message, opinions and information in written or printed form is Written Communication.
What is it ?	Communication with the help of words of mouth.	Communication with the help of text.
literacy	Not required at all.	Necessary.
Transmission of message	Speedy.	Slow.
Proof	No record of communication is there.	Proper records of communication are present
Feedback	Immediate feedback can be given	Feedback takes time
Revision before delivering the message	Not possible	Possible

Receipt of non-verbal cues	Yes	No
Probability of misunderstanding	Very high	Quite less

**Table: Comparison between oral and written communication done by Surbhi, S. (2015)**

Finally, we can deduce that oral communication is an informal way of communicating used in personal conversations or group talks, whereas; written communication is a formal way of communicating used in schools, colleges and/or universities and many other formal places. As people believe more in the written text more than what they hear, that is why written communication is considered as the most reliable method of communication compared to the oral one.

## **Conclusion**

Communication is conveying and receiving messages between two interlocutors or more. When doing so, the success or the failure of the transmission of the message depends on the understanding of the message itself. The ideas delivered need to be well said and well heard in order to consider our communication a successful one.

In this chapter, we tried to speak about communication and its importance in developing second year EFL students' communicative proficiency. Also, we tried to mention the most important elements that need to be found in effective communication skills. Furthermore, we tried to talk about the different difficulties that may hinder the good transmission of messages in order to make both learners and teachers aware of these phenomena.

Finally, we have tried and briefly, to show the relationship between reading and communication, and then the relationship between oral and written communications.

**Chapter three: Field Work**  
**Data Analysis and Interpretation**

## **Chapter three: Field Work**

### **Data Analysis and Interpretation**

Table of contents.....	54
Introduction .....	55
A. Analysis and interpretation of the students' questionnaire.....	56
5. The students' questionnaire design .....	56
5.1. Aim of the questionnaire .....	56
5.2. Questionnaire administration .....	56
5.3. Description of the students' questionnaire .....	56
5.4. Limitations of data collection.....	58
5.5. Analysis of the students' questionnaire results.....	59
5.5.1. Section one: General Information.....	59
5.5.2. Section two: The role of using authentic materials.....	66
5.5.3. Section three: Developing students' communicative proficiency.....	74
6. Conclusion.....	82
B. Analysis and interpretation of the teachers' questionnaire.....	84
7. The teachers' questionnaire design.....	84
7.1. Aim of the questionnaire.....	84
7.2. Questionnaire administration .....	84
7.3. Description of the teachers' questionnaire.....	85
7.4. Data collection tools (and some limitations) .....	87
7.4.1. Section one: Background information.....	87
7.4.2. Section two: The role of using authentic materials in EFL classes.....	94
7.4.3. Section three: Developing EFL students' communicative proficiency.....	105
8. Conclusion of the third chapter.....	115

Discussion of the findings .....	116
Recommandations .....	117
General conclusion.....	119
References.....	122

## **Appendices**

**Appendix 1:** Teachers' Questionnaire.

**Appendix 2:** Students' Questionnaire.

**Appendix 3 :** الملخص

## **Chapter three: field work**

### **Analysis and Interpretation of Students' and Teachers' Questionnaire**

#### **Introduction**

This chapter presents the results of the field work and the interpretations of the gathered data. It aims to investigate the use of authentic materials and its role in developing students' communicative proficiency. The third chapter was conducted to presents and analyze the results that was token from both teachers' and students' answers on the distributed questionnaires. It was specified to the second year LMD level at Biskra University, it was seeking for the impact of using those materials as facilitating tools in the teaching-learning process at this level. Moreover; it shed light on the students' and teachers' points of views about the effects that it implies on the communication level at this level, also we maintain to clarify the EFL teachers' opinion about the relationship between using the authentic materials and the students' exposure to real-life contexts and language.

The used tools were two questionnaires that were distributed to a sample from second year EFL students at Mohamed Kheider Biskra University. To raise the credibility of our research, we have made two questionnaires, one was directed to the EFL teachers while the other was for the second year students and both of them were in Biskra University.

## **Analysis and interpretation of the students' questionnaire**

### **1. Research design**

#### **1.1. Aim of the questionnaire**

This questionnaire aims at gathering information about students' attitudes and opinions towards the role of using authentic materials (AMs) in developing their communicative proficiency. Also, through it we want to investigate the students' point of views about the AMs impact on their learning process and shed light on the most common difficulties that face them while using those materials. As our case is Second Year LMD students, the sample in this research is taken from this category of learners in the English branch at Mohamed Kheider Biskra University from the whole population.

#### **1.2. Questionnaire administration**

The questionnaire was administered during the second semester of the academic year 2016-2017 at Mohamed Kheider Biskra University; it was handed out to a sample of fifty (50) of the second year EFL students. When the students were answering, the researcher was there to clarify any ambiguity for them. Also, she was ready to explain the difficult questions. In spite of all these facilitating factors, some students did not finish the answers to some questions. Others even refused to answer all the questions. The only good thing is that all the questionnaires were returned in the same day.

#### **1.3. Description of the students' questionnaire**

Again, this questionnaire was presented to the second year EFL students of the English branch at Mohamed Kheider Biskra University in order to collect the

necessary data that would help us to accomplish this research. The questionnaire was a combination of closed-ended questions which gave us direct answers with ‘yes’ or ‘no’ choices, multiple choices and Likert scale; with open-ended questions which were telling more details about the students’ perspectives and ways of thinking by explaining the reasons to justify their answers. The presented questionnaire was divided into three sections, each one has its’ own objectives.

The first section was about personal and background information of the students. It consists of six questions (from item 1 to item 6), which show us the students’ gender (question 1), age (question 2), their choice of studying English (question 3), the reasons that made them choose to study English (question 3), the classification of their points of strength vis-à-vis the four skills (question 4) while the fifth question was about whether or not they watch English programmes or listen to them outside the classroom. The same question (question 5) has two sub-divided questions that clarify the percentages of understanding the used language in those programmes while the second sub-divided one was about the most difficulties that prevented them from understanding those programmes. Finally, the last item (question 6) was about the extent to which students are exposing themselves to English language outside the classrooms.

The second section was about the role of using authentic materials for the EFL students which starts from item 7 to item 13. This section was purposely designed to identify the students’ point of view vis-à-vis the use of AMs in the EFL classes. In this section we wanted to know whether or not they use them, which type (s) of materials they use and the difficulties that face learners to understand them. Also, in this section we search for students’ opinion about the role of using authentic materials in language classes.

The third section is devoted to the development of EFL students' communicative proficiency. It starts from item 14 to item 21. This part of the questionnaire was designed to investigate the students' perceptions about the four skills, their rating, development, difficulties and the modules that might help them to make progress in the field of communicative proficiency.

Finally, the last item was a kind of self-evaluation for the students' level of communication as a sophomore.

#### **1.4. Limitations of data collection**

The questionnaire was distributed to fifty EFL students of second year LMD in different sessions. There were many difficulties concerning the response of the students towards that questionnaire where many students refused to answer it and others were answering only the closed-ended questions, what made us repeatedly redistribute other copies of the questionnaire.

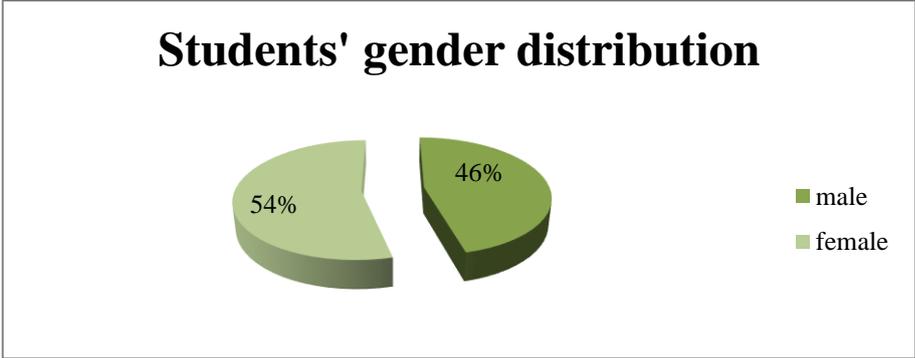
#### **1.1. Analysis of the results**

##### **1.1.1. Section one: General Information**

**Item 1: Please specify your gender?**

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>Number</b>	<b>23</b>	<b>27</b>
<b>Percentage</b>	<b>46 %</b>	<b>54 %</b>

**Table 3: Students' gender distribution.**



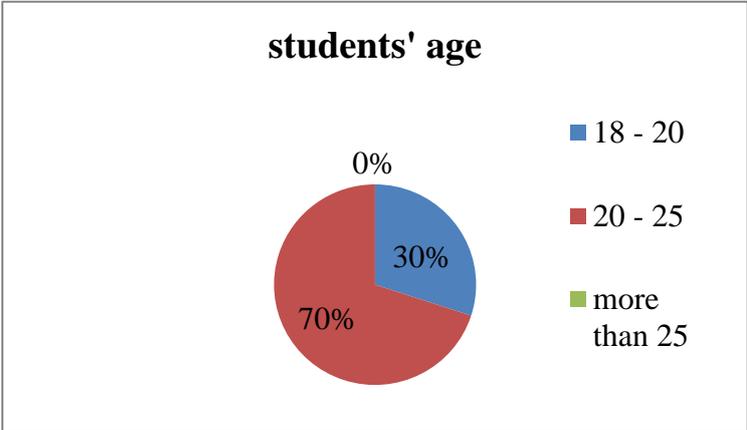
**Graph 3: Students' gender distribution.**

This question demonstrates the respondents' gender. It is noticed that the males' and the female's numbers are with considerable differences in percentage. As it is shown in the above table, the number of females which is 27 (54 %) and the number of males is 23 (46%); this means that females are still representing the majority in the English branch in Biskra University.

**Item 2: Please specify your age?**

Age	18-20	20-25	More than 25
Number	15	35	0
Percentage	30 %	70 %	0 %

**Table 4: Students' age distribution.**



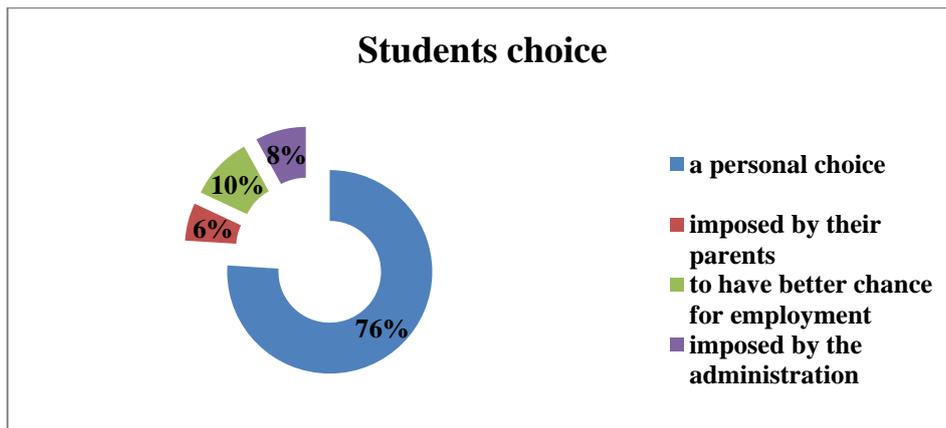
**Graph 4: Students' age distribution.**

According to the results of the age distribution, we can deduce that the overwhelming majority (70 %) of second year EFL students (included in the sample) are mature enough and share the same learning experience. So, mature learners are considered as a help for the teacher because they contribute in creating a healthy learning atmosphere.

**Item 3: Your choice of studying English was because of:**

Reason	Aprsonal choice	Imposed by their parents	To have better chance for employment	Imposed by the administ ration	other
Number	38	3	5	4	0
Percentage	76 %	6 %	10 %	8 %	0 %

**Table 5: The students' reasons of choosing to study English.**



**Graph 5: The students' reasons of choosing to study English.**

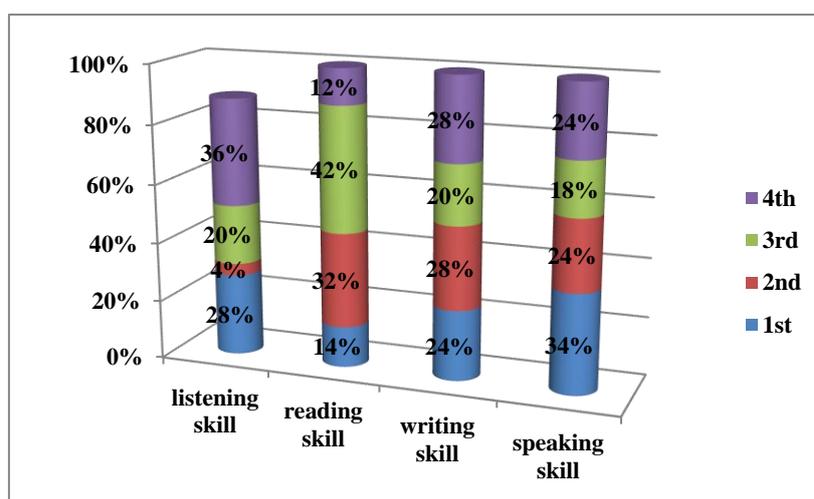
We remark that the majority of the students (76 %) have chosen to learn English by their own personal choice. While only 6 %, which is the lowest percentage, who were obliged to choose it because it was imposed on them by their parents. This is to show that students are given the opportunity to make their own choices and parents do not always interfere in imposing their choices on their children.

**Item 4: What are your points of strength vis-à-vis the following skills? (You may classify them accordingly)?**

the skill \ the classification	1st	2nd	3rd	4th
Listening skill	14	8	10	18
Reading skill	7	16	21	6
Writing skill	12	14	10	14
Speaking skill	17	12	9	12

**Table6: The classification of the students' points of strength vis-à-vis the four skills.**

- **The percentage of this table will be like:**



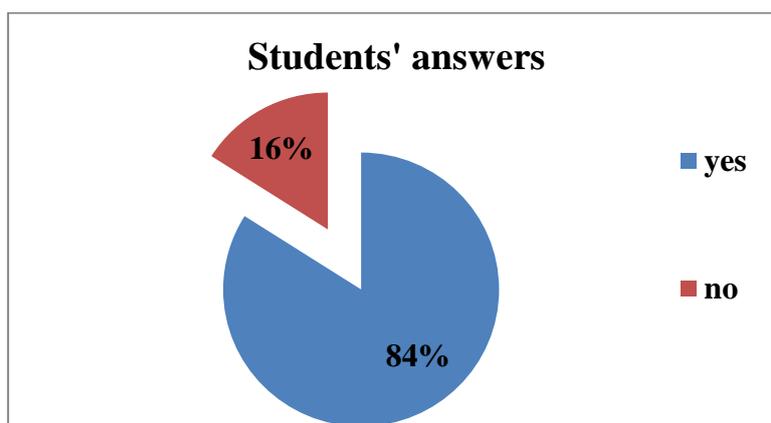
**Graph 6: The classification of the students' points of strength vis-à-vis the four skills.**

According to the obtained results, it has been clearly noticed that 17 (34%) of the students claim that they find the speaking skill as their point of strength. Then, another category of students (28 %) said that the listening skill is their point of strength. The writing skill is seen by some students (24 %) as their point of strength. But, it seems that the reading skill is not given the interest it deserves because only 14 % have chosen it as their point of strength.

**Item 5: Do you watch English programmes or listen to them outside the classroom?**

Watching / listening English programmes	Yes	No
Number	42	8
Percentage	84 %	16 %

**Table 7: The fact of students watching/ listening to English programmes outside classrooms.**



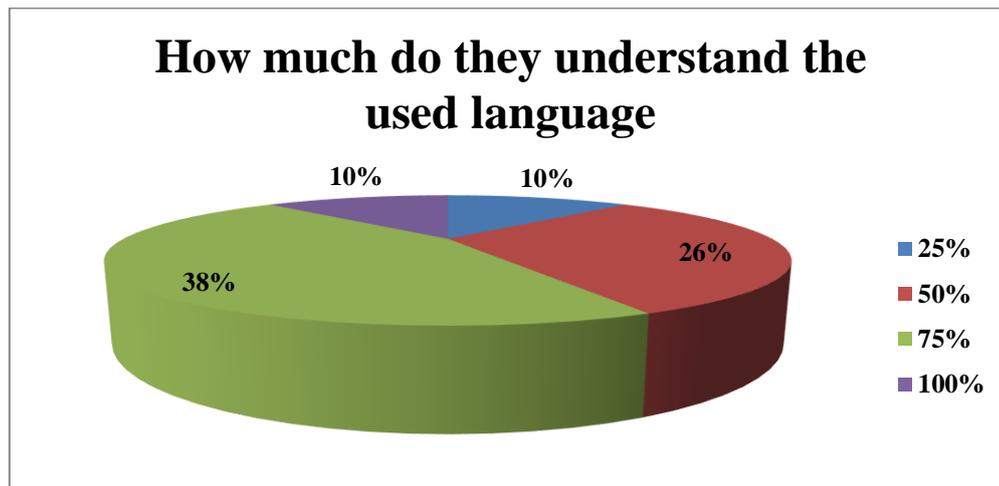
**Graph 7: The fact of students watching/ listening to English programmes outside classrooms.**

This item was precisely chosen to know the second EFL students' attitudes when exposed to the English programmes which are considered as another way to be in touch with this foreign language outside the classrooms. The results of the learners were highly and positively rated as most of them (84 %) declared that they do watch and listen to English programmes outside the classes. While only 16% of the students claim that they neither listen nor watch English programmes outside the classrooms. These results show that the majority of our second year students are exposed to the English language not only inside the classes but also outside it. Also, students are more fortunate these days because of the technological progress which is providing them with a large number of English programmes.

- **If yes, how much do they understand the used language?**

<b>Percentage of understanding English</b>	<b>25 %</b>	<b>50 %</b>	<b>75 %</b>	<b>100 %</b>
<b>Number</b>	<b>5</b>	<b>13</b>	<b>19</b>	<b>5</b>
<b>Percentage</b>	<b>10 %</b>	<b>26 %</b>	<b>38 %</b>	<b>10 %</b>

**Table 8: Percentages of students in understanding the English programmes.**



**Graph 8: Percentages of students in understanding the English programmes.**

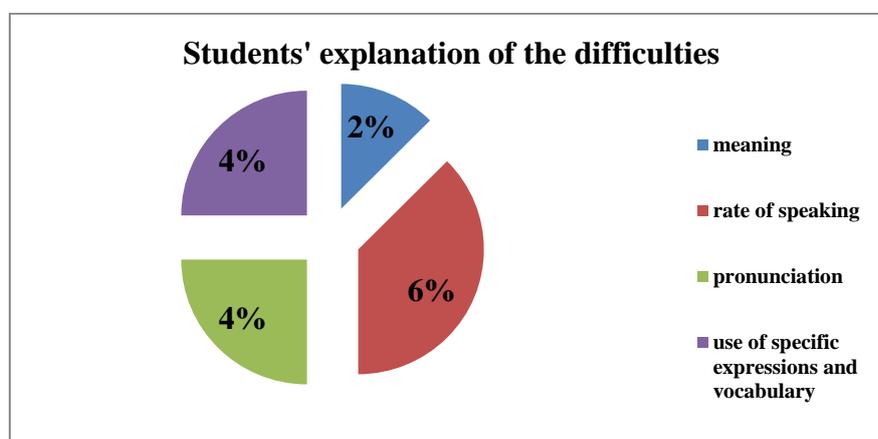
The above sub-question was looking for the extent to which students understand the English language used in these programmes. The results will be different because we will just count the students whose answers were positive. Thirty eight per cent (38%) of the students said that they can understand 75% of the used language in these programmes. Whereas, only 26% of the answers show that 50% of the used language was understood by them. While five students (10%) declare that they understand only 25 % of the used language in these programmes that they listen to or watch. Finally, another 10 % of the questioned students claim that they totally understand the English language used in these programmes. We can deduce that a good number of students of second year EFL learners are able to understand the English used in these programmes.

So, this is a good sign of the ability of our students when dealing with authentic materials.

- **If no, how do you explain your difficulties to understand it?**

The difficulties that face them to understand it	meaning	Rate of speaking	pronunciation	Use of specific expressions and vocabulary	Other reasons
<b>Number</b>	<b>1</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>0</b>
<b>Percentage</b>	<b>2 %</b>	<b>6 %</b>	<b>4 %</b>	<b>4 %</b>	<b>0 %</b>

**Table 9: The difficulties that face the students to understand the used language.**



**Graph 9: The difficulties that face the students to understand the used language.**

This sub-question was chosen precisely to show the difficulties that may face second year EFL students when exposing them to the English programmes concerning understanding the used language. The students' answers were not too vague because only eight students (16%) who have said that they do not watch English programmes or listen to them outside the classroom. So, they explain their difficulties in understanding the language used as follows:

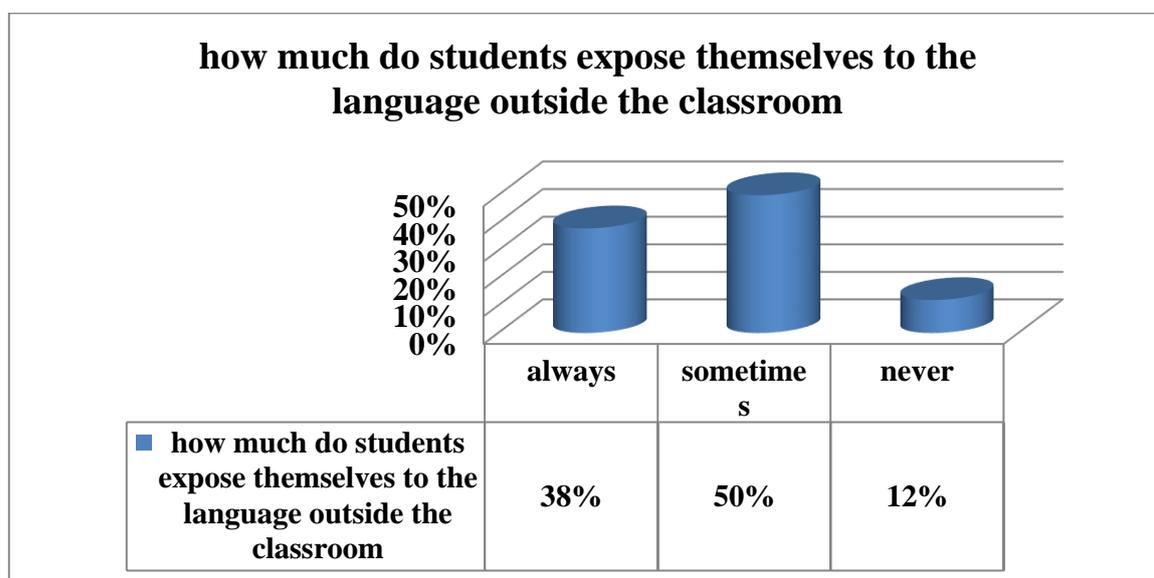
- 6 % of the students claim that the rate of speaking is the main reason.
- While, 4 % of second year students mentioned pronunciation.
- Whereas, 4% of them choose the use of specific expressions and vocabulary.

- Moreover, 2 % of the students declared that the meaning is the reason behind their difficulties to understand the used language.

**Item 6: How often do you expose yourself to the English language outside the classroom?**

The frequency of exposing themselves to the English language.	Always	Sometimes	Never
Number	19	25	6
Percentage	38 %	50 %	12 %

**Table 10: The quantity of the exposition to the English outside the classroom.**



**Graph 10: The quantity of the exposition to the English outside the classroom.**

This item was designed to investigate the regularity of the students of being exposed to the English language out of their EFL classes. The results were different where 25 (50%) students asserted that sometimes they expose themselves to the English language outside the classroom. Additionally, 38% of them reported that they are always in touch with English. Finally, only six students (12%) claim that they have never been exposed to the English language outside their classrooms. So, we may

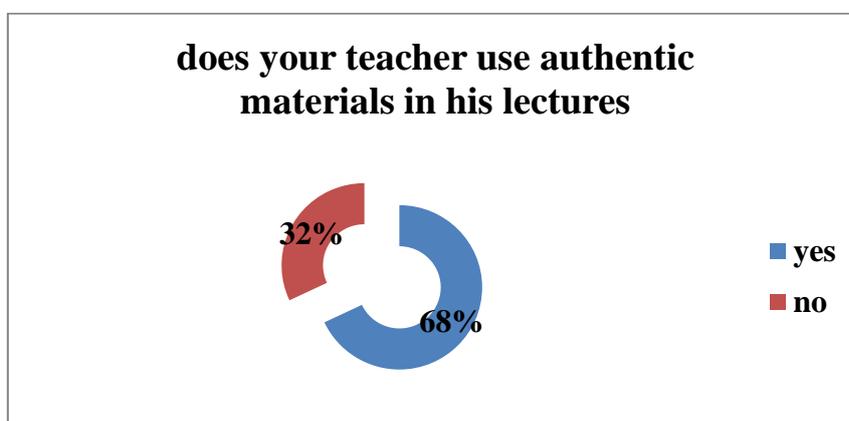
deduce that the biggest part of our second year EFL students are in touch with the English language in other areas apart from their classrooms.

### 1.4.1. Section two: The role of using authentic materials.

**Item 7: Does your teacher use any authentic materials in his lectures?**

The use of authentic materials in the lectures	Yes	No
Number	34	16
Percentage	68 %	32 %

**Table 11: The use of authentic materials in the lectures.**



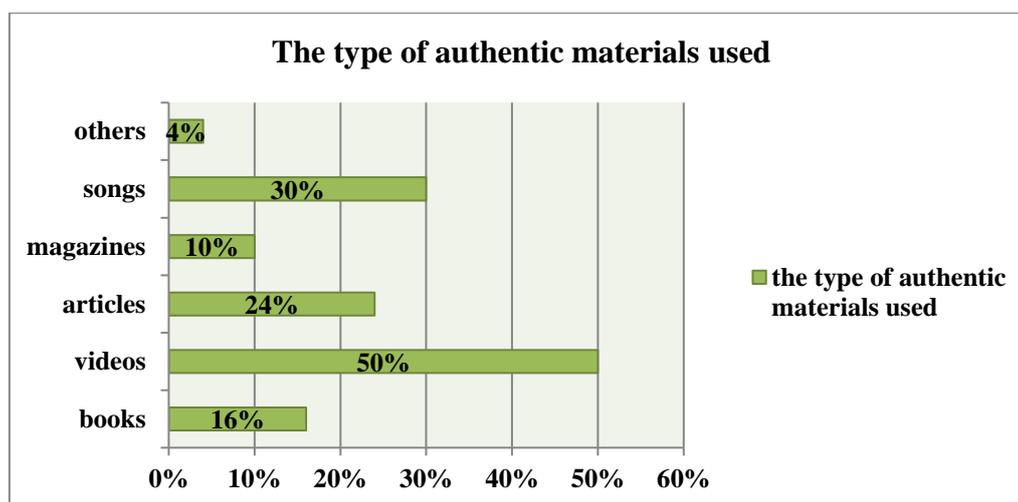
**Graph 11: The use of authentic materials in the lectures.**

The seventh item was to figure out the familiarity of using authentic materials by the teachers in the English branch of MKBU while they are lecturing. Sixty eight per cent (68%) of second year EFL students have claimed that their teachers do use authentic materials in their classes while, 32% of them deny that they use AMs in their lectures. So, we can say that most of the teachers have found the use of AMs in their lectures interesting. So, both teachers and learners are interested in AMs.

➤ **If yes, what are the types of materials does he/ she use?**

Type of the materials	Books	Videos	Articles	Magazines	Songs	Others
Number	8	25	12	5	15	2
Percentage	16 %	50 %	24 %	10 %	30 %	4 %

**Table 12: The used authentic materials while lectures.**



**Graph 12: The used authentic materials while lectures.**

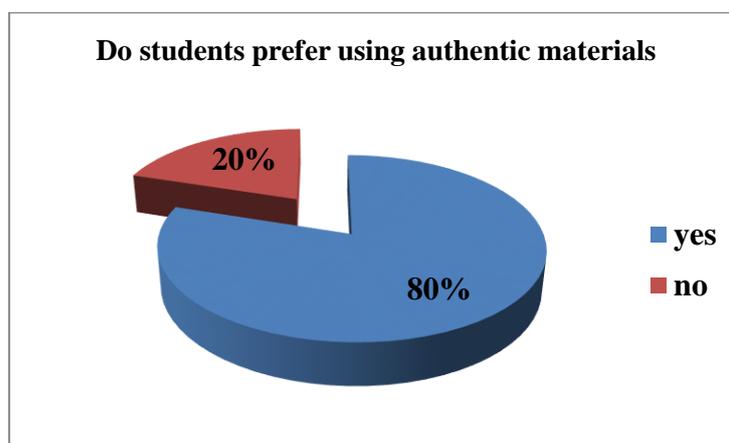
This sub-question looks for investigating the types of the used authentic materials by the EFL teachers while lecturing. As the respondents were given more than one option, the results of their answers varied. The most dominant AMs used, as their answers show, are the videos where 25 (50%) students have chosen them as the most used materials while studying. The second highest rate was 30% which was given to songs were their answers as a used material by their teachers. Also, 12 students revealed that the articles are the most used materials in the EFL classes. Additionally, 16 % of the students claimed that books were used by their teachers frequently. While only 10 % of the students stated that magazines were used as authentic materials in the EFL classes. Finally, just two students said that there are other materials that were used by their teachers which are data shows and the movies. It seems that educational videos and songs are the mostly used in language classes.

Fortunately, these educational aids are not only available and in abundance but, they are at the reach of both teachers and learners.

**Item 8: Do you prefer using authentic materials while studying English?**

Choice	Yes	No
Number	40	10
Percentage	80 %	20 %

**Table 13: The students' preferred choice of using the authentic materials.**



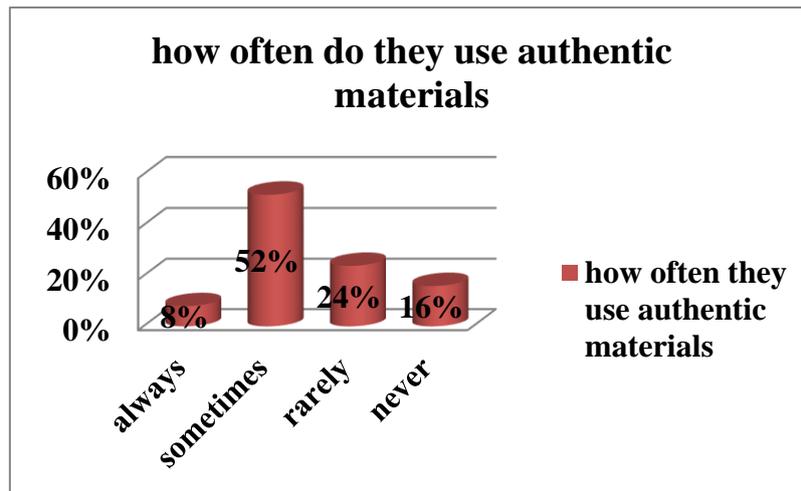
**Graph 13: The students' preferred choice of using the authentic materials.**

According to the above results, 80 % of the questioned students declared that they prefer to use authentic materials while studying English. The rest of them (20 %) claim that they do not like to use them in their learning process. It can be deduced that a large number of second year EFL students have a tendency towards the use the authentic materials during their English classes. Also, those students are aware of the vividness that those aids can add to their language classes.

**Item 9: How often do you use these materials while studying English?**

The regularity of using authentic materials	Always	Sometimes	Rarely	Never
Number	4	26	12	8
Percentage	8 %	52 %	24 %	16 %

**Table 14: The regularity of using authentic materials while studying English.**



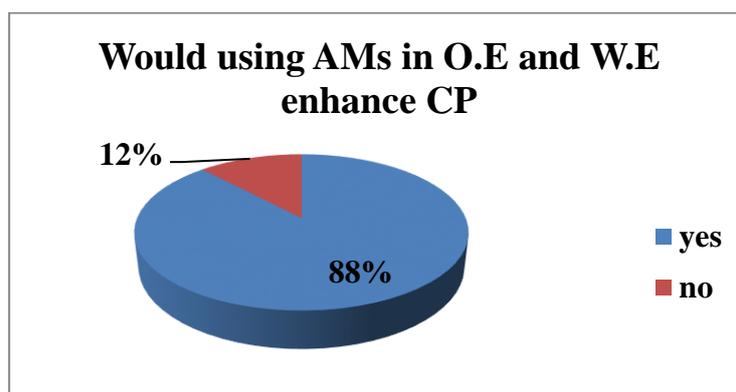
**Graph 14: The regularity of using authentic materials while studying English.**

This item was designed to identify the regularity of using authentic materials while studying English. The answers varied from one group of students to another. Eight per cent (8 %) of them claim that they always use them. Fifty two per cent (52 %) said that they sometimes use authentic materials in their classes. Another opinion was presented by 24 % of the second year EFL students declared that they use AMs rarely. Finally, 16 % of the respondents confessed that they have never used any authentic materials while studying English. In spite of the latter demotivating percentage, the frequency of using AMs is accepted to a good extent. When we add the 4 students who always use them to the 26 ones who sometimes do so, we can find that more than the half of the respondents uses authentic materials in their English classes. We can notice that a good number of students use authentic materials in their language classes; maybe they are aware of the importance of these materials. More than that, students need to make a shift from the use of the old-fashioned materials to the newly introduced ones (AMs).

**Item 10: Do you think that using AMs in oral and written expression sessions will enhance your communicative proficiency?**

Would using AM in O.E and W.E enhance CP	Yes	No
Number	44	6
Percentage	88 %	12 %

**Table 15: The enhancement of oral and written expression sessions after the use of AM.**



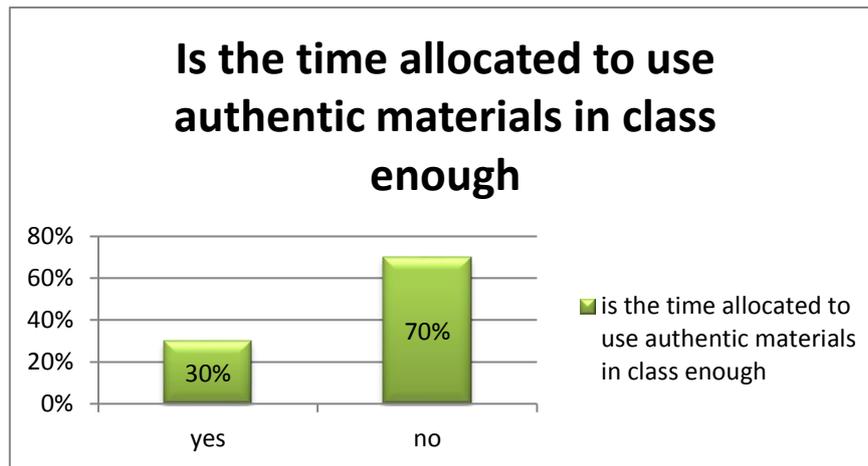
**Graph 15: The enhancement of oral and written expression sessions after the use of AMs.**

This question aims to understand the students' way of thinking towards the use of authentic materials in oral and written expression sessions and their positive effect on their communicative proficiency levels. The results were logical because the majority of the students (88 %) confirmed that the use of AMs enhances their CP, while only six (12%) students have refused this opinion. May be they have their personal reasons.

**Item 11: Is the time allocated to use authentic materials in class enough?**

Is the time allocated to use AM enough	Yes	No
Number	15	35
Percentage	30 %	70 %

**Table 16: The sufficiency of the allotted time to use AMs in class.**



**Graph 16: The sufficiency of the allotted time to use AMs in class.**

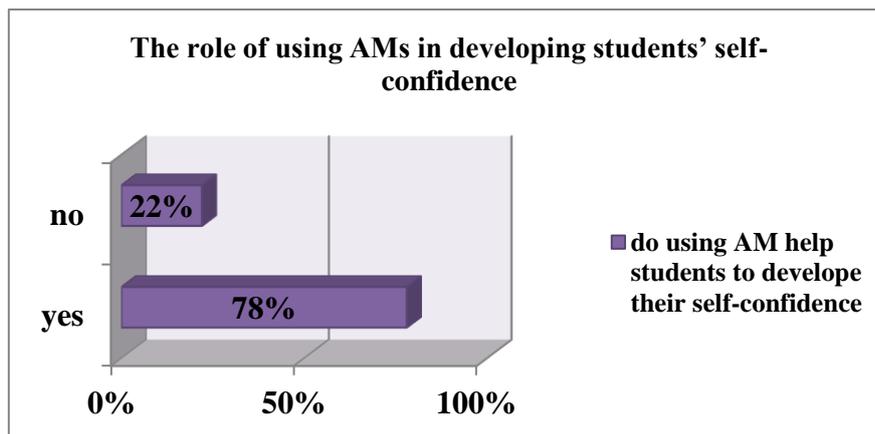
The previous item was selected to measure whether or not the time allotted to use authentic materials in the classes is enough. The students were objective in answering this item when 70 % of them stated that the time is not sufficient. Whereas, 30 % of them declared that they see that the used time is enough when they learn by using authentic materials. As a result of these answers, we could say that the time allocated to the use of authentic materials is somehow, accepted.

So, both teachers and learners could agree on adding extra time to take advantage of other aspects of authentic materials in class. Also, it is an opportunity for the learners to ask their teachers to clarify certain ambiguities that they appear in these AMs.

**Item 12: Do you think that using authentic materials helps you develop your self-confidence?**

Students' opinion	Yes	No
Number	39	11
Percentage	78 %	22 %

**Table 17: The role of using AMs in developing students' self-confidence.**



**Graph 17: The role of using AMs in developing students' self-confidence.**

For this item, the main objective is to see if our students consider that their self-confidence will develop when using authentic materials. The answers were clearly emphasized on that where 78 % of the whole sample responded positively. We can say that these materials, when they are not provocative, they contribute in developing learners' self-confidence. Conversely, only 22 % of the respondents neglected the contribution of the use of AMs in developing their self-confidence.

**Item 13: In your opinion, what could using authentic materials add to your learning process?**

In this question we were looking for the students' perception towards the impact of using authentic materials to their learning process. Our respondents were asked to clarify the role of using those materials in enhancing their learning level. It is highly important to mention that the majority of the students left this question unanswered. While the rest of them made an initiative action and answered this item by saying that these materials may enhance their speaking level, especially when listening a lot to the target language, English.

Two respondents said that AMs help them learn more vocabulary from it as they consider it as a source of knowledge about the language. Also, they can acquire the

same accent and way of speaking of the native speakers. As a result, those answers led us to say that using authentic materials while learning English as a foreign language is very beneficial for the students of second year because of its impact on their levels in the listening and the speaking skills.

Other answers were targeting the AMs advantages on the writing skill. Which they consider as a corrector to their mistakes and errors, at the same time, they help them to memorize better when the learners are from the visual type by providing an auto graphical memory about the items that were been studied.

Three students have said that authentic materials make them more in touch with the language in many fields. They were speaking about understanding the culture, attitudes and the manners better.

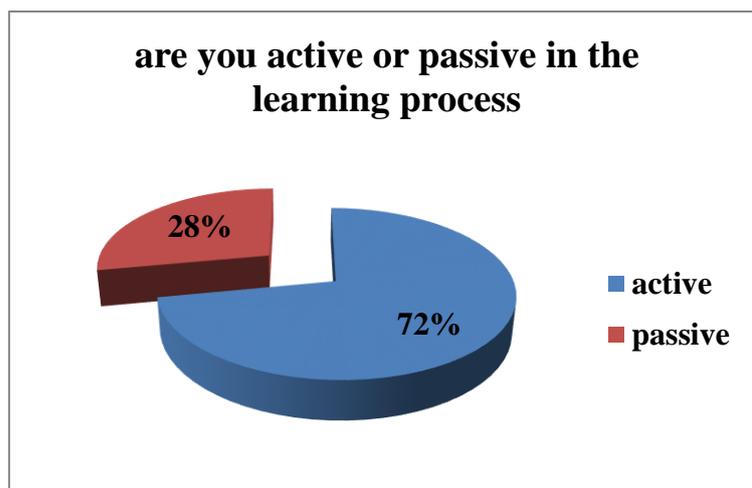
One student has stated that they added nothing to him. While two others said that it was a good way to avoid the boring routine in the class and motivated them to be more active during the lectures.

#### **1.4.2. Section three: developing students' communicative proficiency.**

**Item 14: Do you consider yourself active or passive in the learning process?**

<b>Students personality</b>	<b>Active</b>	<b>Passive</b>
<b>Number</b>	<b>36</b>	<b>14</b>
<b>Percentage</b>	<b>72 %</b>	<b>28 %</b>

**Table 18: The students' choice towards the learning process.**



**Graph 18: The students' choice towards the learning process.**

The question above was submitted to the second year students to be answered honestly about if they consider themselves as active or passive in the learning process. The results were as it was expected that most of the EFL students (72%) consider themselves as active learners. Conversely, 28% of them consider themselves as passive in their learning process.

➤ **Justify your answer, please:**

In both cases, we asked them to justify their answers, which unfortunately almost half of the students did not; the justifications were different for the ones who did clarify their choice.

The ones who have answered that they are active learners, who represent the majority, gave the following reasons:

- they love this foreign language
- they like to live the role of being an English speaker
- they like to practise their language by speaking, participating, discussing and interacting with others whether it is with the teacher or their classmates.

- they believe that when they do so, they will develop their level of communicative proficiency by being more honest and confident in expressing their ideas, thoughts and opinions.
- also, being active learners permits them to understand more the learnt subjects and motivates them to enhance their four skills' levels.

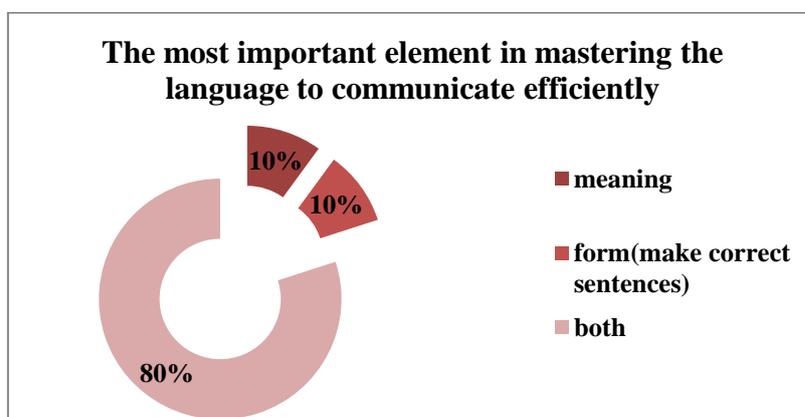
The second category who claimed that they consider themselves just passive learners, have also given their reasons:

- they suffer from shyness problems (learning anxiety)
- they have become accustomed to being just receivers (receptive learners),
- they do not like to speak too much.
- there are no motivated subjects to speak about; so, they prefer to be silent.

**Item 15: What do you think that it is important in mastering the language to communicate efficiently?**

The most important in mastering the LGE	Meaning	Form	Both
Number	5	5	40
Percentage	10 %	10 %	80 %

**Table 19: The most important in mastering the language to communicate efficiently.**



**Graph 19: The most important in mastering the language to communicate efficiently.**

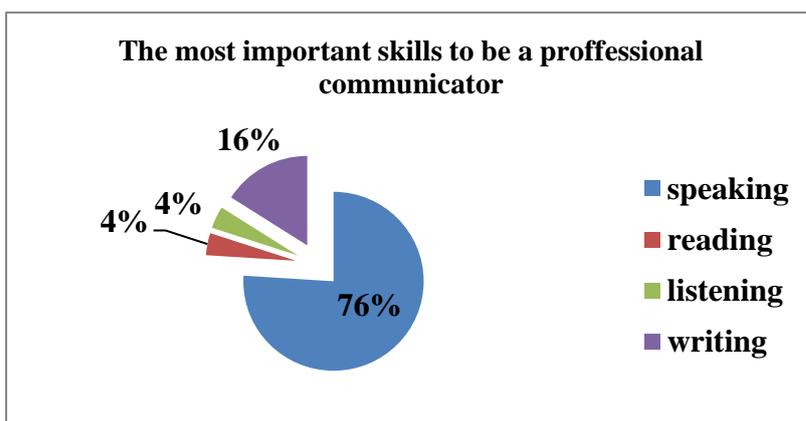
The seventeenth item was suggested to know the learners' opinion about what is more important in mastering the language (the form or the meaning) to be able to communicate effectively. Eighty per cent (80 %) of the second year EFL students have asserted that both meaning and form have a great significance when they want to communicate efficiently, whereas, 20 % of the students gave the same response for the two elements.

These results assert that there is a big concern of the learners about the importance of the two items (the form of the sentence and its structure) that are considered as interrelated in their functions.

**Item 16: Which skill do you think that is most important to be a professional communicator?**

The skill	Speaking	Reading	listening	Writing
Number	38	2	2	8
Percentage	76 %	4 %	4 %	16 %

**Table 20: The learners' view of the most important skills in the communication process.**



**Graph 20: The learners' view of the most important skills in the communication process.**

This question searches for specifying the students' point of view of the most important skill (s) they think that make them professional communicators. Among the four skills, 76 % of the students selected the *speaking skill* as the most important one.

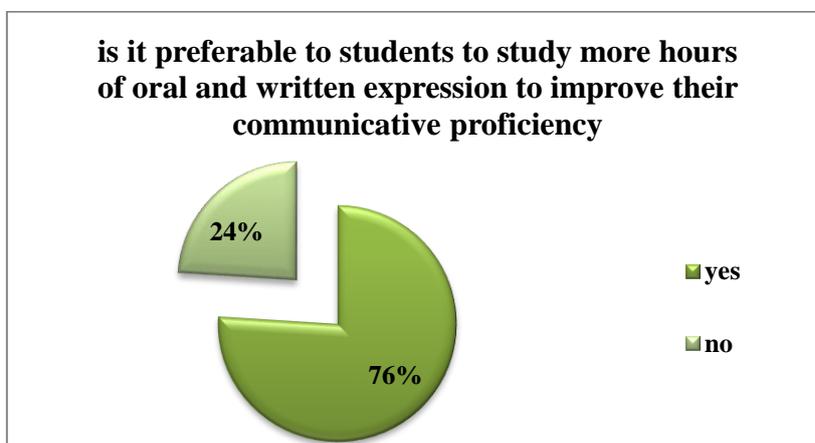
While eight students (16%) see that the *writing skill* has greater importance. Furthermore, the *listening skill* was classified by 4 % of the students as the more important skill among the others. Where the *reading skill* was selected by another 4 % as the first skill that matters amongst the other ones.

Finally, we may say that second year EFL students are more attracted to the *speaking skill* which shows that they want to express themselves more.

**Item 17: Do you prefer to study more hours of oral and written expression inside the classroom to improve your communicative proficiency?**

Students' opinion	Yes	No
Number	38	12
Percentage	76 %	24 %

**Table 21: Students' opinion about improving CP through studying more hours of W.E and O.E.**



**Graph 21: Students' opinion about improving CP through studying more hours of W.E and O.E.**

The aim of this item is to know the extent to which our second year students are aware of the importance of these two modules in improving their communicative proficiency. Thirty eight (38) students of the whole sample have chosen 'yes' as an answer to this question, whereas, twelve of the students were neglecting the

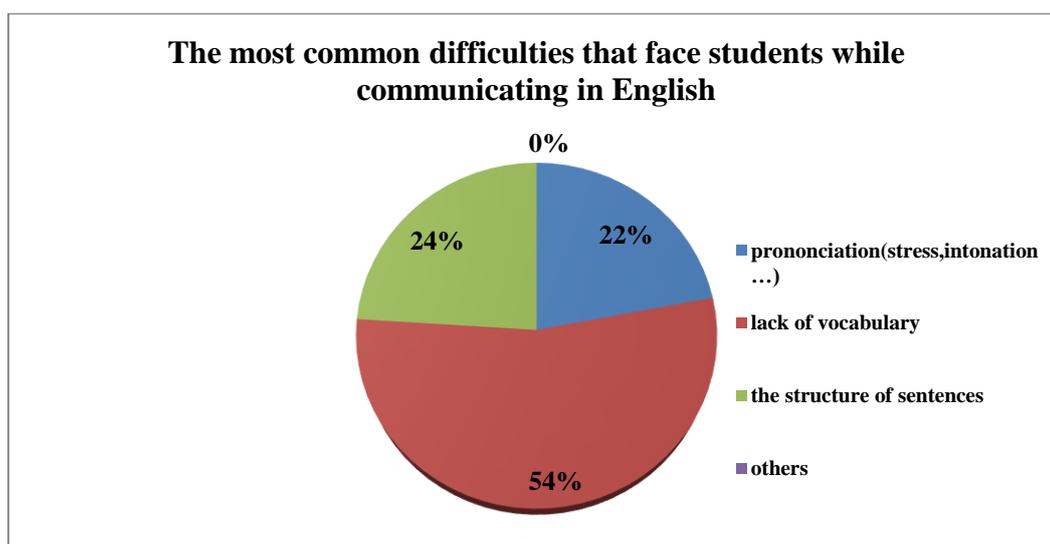
importance of the oral and written expression sessions in improving their communicative proficiency.

So, in considering the learners' opinions, we may say that a big part of the second year LMD students do realize the effects of these modules on their learning process and consequently on their level of communication.

**Item 18: What are the difficulties that face you while communicating in English?**

The difficulties that face students while communicating	Pronunciation (stress, intonation...)	Lack of vocabulary	The structure of the sentences	Others
Number	11	27	12	0
Percentage	22 %	54 %	24 %	0 %

**Table 22: The difficulties that face students while communicating in English.**



**Graph 22: The difficulties that face students while communicating in English.**

The above question was purposely asked to the fifty EFL students to be able to recognize the most common difficulties that face them while communicating in English. Twenty seven (27) of the questioned students have answered that the most significant problem facing them is the lack of vocabulary, whereas, 24 % of them see that they have difficulties in making a correct structure of their sentences.

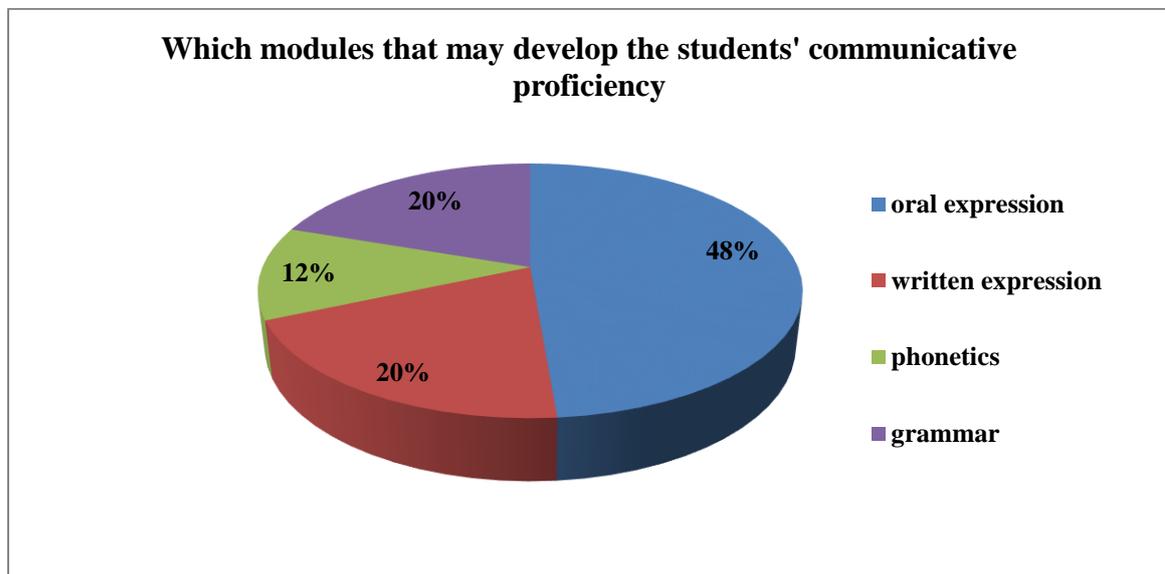
Additionally, 22 % of the students see that the main trouble lies in the pronunciation items.

Consequently, we may say that the majority of our EFL students are suffering from poor English vocabulary. While the pronunciation and the structure of the sentences have less position in the students' perception to be excellent communicator in English.

**Item 19:** Which modules do you think that may develop your communicative proficiency?

Modules	Oral expression	Written expression	Phonetics	Grammar	Other (s)
Number	37	15	9	15	0
Percentage	48 %	20 %	12 %	20 %	0 %

**Table 23:** The modules that might develop students' CP.



**Graph 23:** The modules that might develop students' CP.

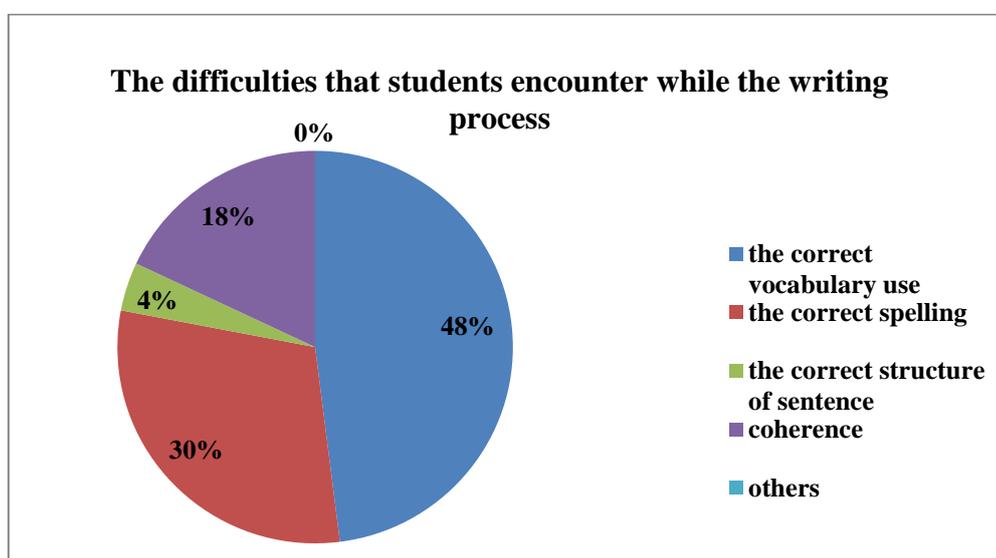
According to the students' answers, 48 % of them have affirmed that oral expression is the main module that would help them develop their CP. While, 20 % of the answers for each of the two modules (written expression and grammar) were the

students' selected ones as the modules which make them promote their levels of communicative proficiency. Finally, only 12 % of the results have shown that phonetics is the lecture that helps students develop their CP.

**Item 20: In the writing process, which difficulties do you encounter most?**

The difficulties	The correct vocabulary use	The correct spelling	The correct structure of sentence	coherence	Other (s)
Number	24	15	2	9	0
Percentage	48 %	30 %	4 %	18 %	0 %

**Table 24: The difficulties that students encounter while the writing process.**



**Graph 24: The difficulties that students encounter while the writing process.**

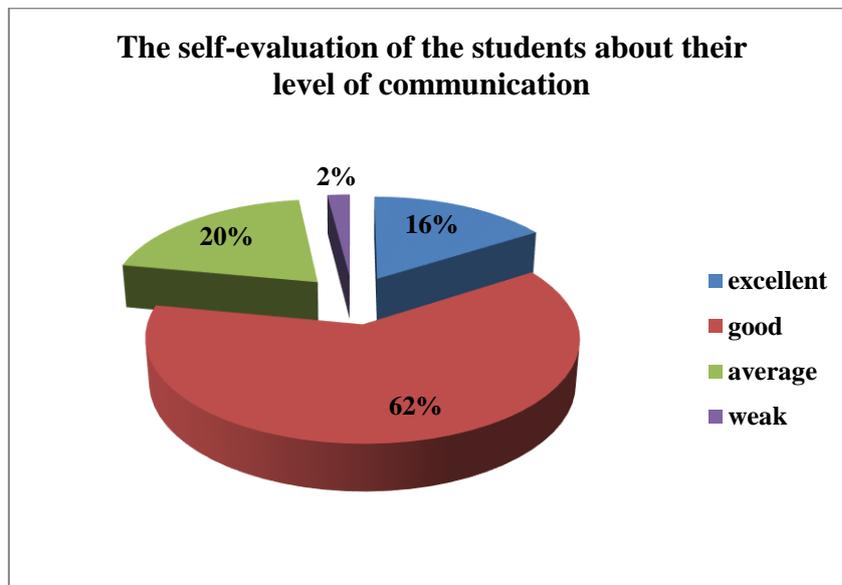
According to the above results, our students have different opinions about the difficulties that they encounter during the writing process. Initially, 48 % of them reported that their big problem lies in the correct vocabulary use. Additionally, 30 % of them said that they suffer from writing the correct spelling in their writing process. Conversely, 4 % the students stated that they have a problem with writing the correct structure of the sentences. Finally, 'coherence' was chosen by 18 % of them as a big problem they face in their writing process.

When analyzing these results, we may say that our students are really facing big problems in their writing process, such as: the lack of the correct vocabulary they need most of the time and also, the exact spelling of words.

**Item 21: As a sophomore (a second year university student), how do you evaluate your level in communication?**

The self evaluation of the students	Excellent	Good	Average	Weak
Number	8	31	10	1
Percentage	16 %	62 %	20 %	2 %

**Table 25: The self-evaluation of the students' level of communication.**



**Graph 25: The self-evaluation of the students' level of communication.**

As a final question, we wanted to make second year EFL students evaluate themselves to see how they assess their level of communication at the end of their second year at the university level. We got 62 % of the students (31) who see that they have a good level of communication, whereas 10 students only (20%) see that they own an average level when it comes to communication. While 16 % of the respondents ranked themselves in the category of good communicators.

Eventually, only one student confesses that he has a weak level of communication. These results gave us the opportunity to say that our learners are optimistic, to some extent, of what they have achieved till their second year of studying English at the university level.

## **Conclusion**

To conclude the results of the students' questionnaire, we can say that the second year EFL students of Mohamed Kheider Biskra University are aware about the importance of communication in their learning process; also they know the role of using authentic materials during their journey of learning English.

The students of second year do realize the significance of using the AMs to the development of their communicative proficiency.

## **Analysis and interpretation of the teachers' questionnaire**

### **3. The questionnaire design**

#### **3.1. Aim of the questionnaire**

The purpose of the teachers' questionnaire is to shed light on the role of using authentic materials in developing second year student's communicative proficiency. Also, it is aimed to know what if the authentic materials are used in the learning process or not. Furthermore, we sought to clarify the difficulties that face the second EFL students of MKBU in the communication as a way of learning from the teachers' point of view.

More importantly, the presented questionnaire attempt also to investigate the suitability of the chosen authentic materials to the learning objectives.

#### **3.2. Questionnaire administration**

The questionnaire was distributed to ten (10) teachers of English who teach written and oral expression, applied linguistics and discourse analysis at the English division at MKBU, all of the teachers had handed the questionnaire back. The questionnaire is a mixture of both open-ended and closed-ended questions, which helped us to finish our research with more information about the students' attitudes and abilities from the teachers' perspectives.

Moreover, the questionnaire is looking for the teachers to give their qualifications, their techniques and methods and the authentic materials that they use while teaching the EFL students and what methods they use to teach their students,

also we seek to know the most difficulties and problems that face them while implementing their lectures.

### **3.3. Description of the teachers' questionnaire**

As we have stated before, the teachers' questionnaire was distributed to ten (10) EFL teachers of oral and written expression also it was handed to the teacher of discourse analysis of Mohamed Kheider Biskra University. All the papers were answered anonymously and returned, with helpful information and suggestions to accomplish this research.

The presented questionnaire was a combination of two kinds of questions in order to give more opportunity to the teachers to answer them; we have chosen variant types of questions that would help us to collect information over a sustained period of time. The questionnaire were composed of open-ended and closed-ended questions, also we have a combination of an open-ended and closed-ended questions that allow teachers to tick and explain their opinions for more details as experienced university teachers about the role of using authentic materials in developing the students communicative proficiency which will enforce our results of the research.

It consists of three main sections; each one has its own objectives that would complete our research with more beneficial results.

The primary section was about background information of the teachers. It contains of five (5) questions (from item 1 to item 5); it aims to identify the teachers' gender, the held degree, their experience as university teachers, and their relation with the oral expression module with one sub-divided question for both items 4 and 5.

The secondary section was related to our first variable which is the role of using authentic materials in EFL classes. It starts from the sixth (6) item to the thirteenth (13) one. This section was consciously presented to the EFL teachers to examine their perceptions and opinions towards the use of authentic materials in their lectures (item 6, 7 and sub questions 7.1, 7.2).

Moreover, it investigates the regularity of using those materials and the way that they using the authentic materials (item 8 and item 9). Furthermore; the items 10, 11 and 12 are chosen to clarify the way that the EFL teachers choose the authentic materials and the difficulties that faced them to do so, also we mentioned if the time allocated to English courses is enough to have the chance to use those AM. The last item (13) was conducted to collect the teachers' point of views about the effects of using and applying the authentic materials while teaching English courses on their second year students.

The last section is mainly concerned with developing EFL students' communicative proficiency. The items are starting from fourteen (14) to the nineteenth (19) item with only one sub-question.

This part of the questionnaire was devoted to clarify the teachers' perspectives about their students' levels of communication as a second year learners (item 14); their awareness about the communication notion (item 15) and the used teaching methods while performing their lectures (item 16), while in the 17<sup>th</sup> and the 18<sup>th</sup> items, we tried to concentrate on the teachers' point of views about the most important elements in the teaching process, with an evaluation of their students' level in mastering the skills.

The last item (19) was an offered chance for the questioned teachers to provide us with some of their experience about how to develop the second year EFL students' communicative proficiency.

### 3.4. Data collection tools (and some limitations)

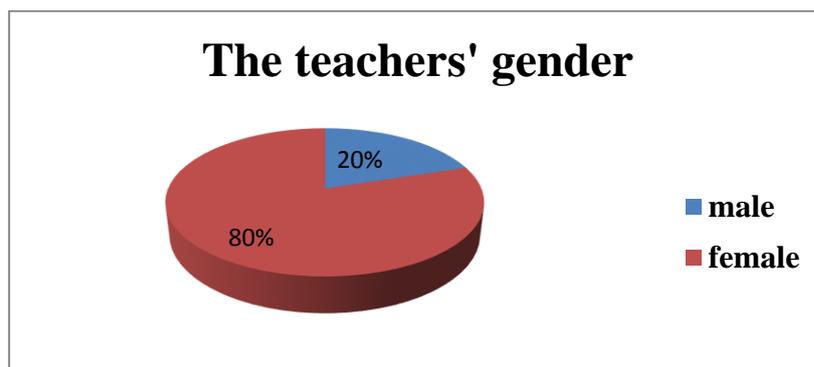
The questionnaire was distributed to ten (10) of the second year EFL teachers at MKBU. There were some difficulties concerning the answers, where some of the teachers ignored to answer some open-ended questions and did not provide the needed justifications; this is what made our analysis more difficult.

#### 3.4.1. Section one: Background information

**Item1: Please specify your gender?**

<b>Gender</b>	<b>Male</b>	<b>Female</b>
<b>Number</b>	<b>2</b>	<b>8</b>
<b>Percentage</b>	<b>20%</b>	<b>80 %</b>

**Table 26: Teachers' gender distribution.**



**Graph 26: Teachers' gender distribution.**

The first item was devoted to identify the EFL teachers' gender at the University of Mohamed Kheider at Biskra where 80 % of the respondents answered that they are

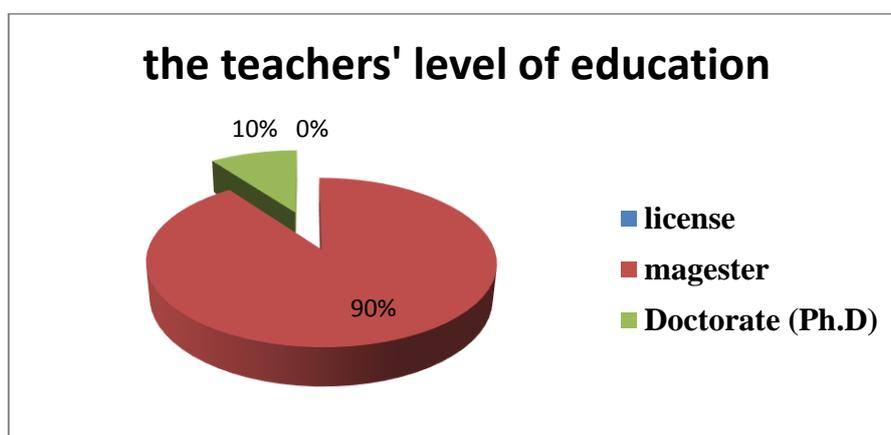
females; while only 20 % of those teachers are males. As a conclusion, we could say that the dominant gender of the EFL teachers at the English division MKBU is still the females.

In spite of the female majority, this has led to any discriminatory acts in our branch; in contrary this has created an excellent atmosphere between the teachers where they always collaborate and help one another.

**Item2: What degree (s) do you hold?**

The held degree	License	Magister	Doctorate (Ph.D.)
Number	0	9	1
Percentage	0 %	90 %	10 %

**Table 27: The teachers' level of education.**



**Graph 27: The teachers' level of education.**

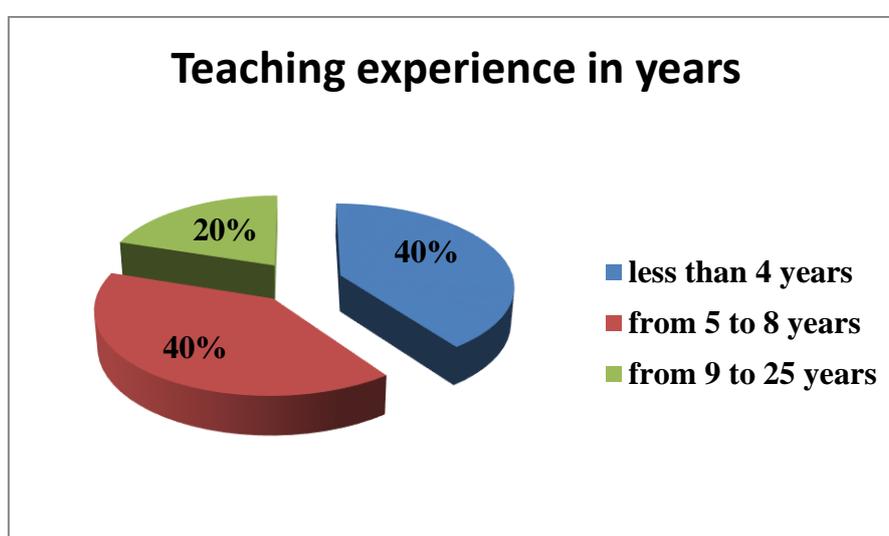
From the above obtained results, we may say that the majority (90 %) of the EFL teachers at Mohamed Kheider Biskra University hold the magister degree as a qualification; whereas, only one teacher (10 %) holds a Doctorate in 'Applied Linguistics'.

So, even though the number of Doctors in the English branch is limited, all teachers are working very hard to meet the needs of their students. Again, those teachers are completely dedicated.

**Item 3: How many years have you been teaching English at the university?**

The experienced years	Less than 4 years	From 5-8 years	From 9-25 years	Total
Number	4	4	2	10
Percentage	40 %	40 %	20 %	100 %

**Table28: Teaching experience in years.**



**Graph 28: Teaching experience in years.**

According to the results of the table above, we notice that the length of experience of the teachers is accepted, to some extent. The 40% of the teachers who declared that they have been teaching English as a foreign language for more than seven (7) years represent a good experience for students to take advantage of.

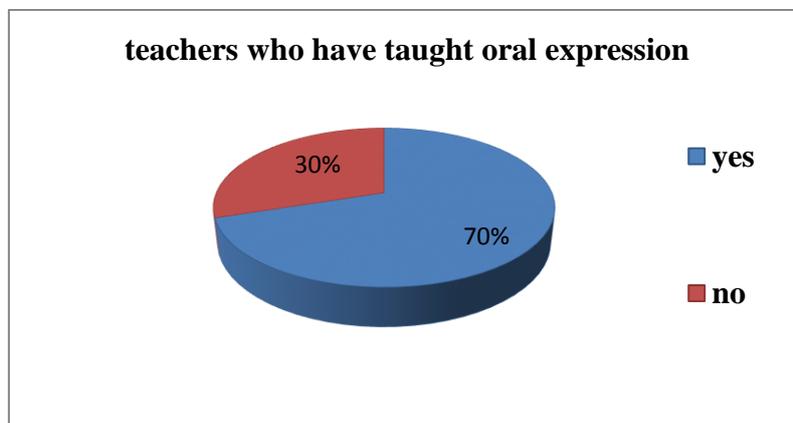
Also, the other 40% of the teachers who have been teaching for four (4) years at the university level represent a good thing and as they are still young they will acquire more experience in the near future. For there are many answers about the experienced years that every teacher has taught.

Another excellent category of long experienced teachers (20 %) who have been teaching for more than twenty four (24) years represent a good advantage for both inexperienced teachers and the students.

**Item 4: Have you ever taught oral expression?**

The teachers' answers'	Yes	No	Total
Number	7	3	10
percentage	70 %	30 %	100 %

**Table 29: Teachers' experience towards teaching the O.E module.**



**Graph 29: Teachers' experience towards teaching the O.E module.**

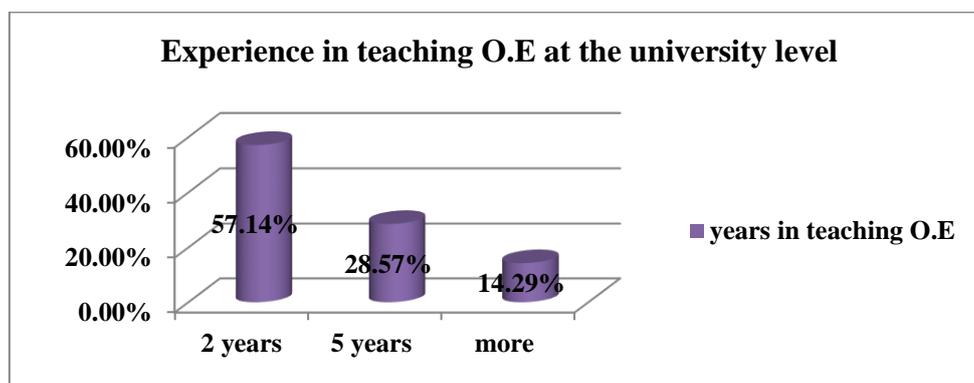
The results of the fourth (4) item show that 70 % of the teachers in the English branch at MKBU have already taught oral expression while, 30 % of them have not experienced this module yet. We believe that developing EFL students' communicative proficiency is closely related to the oral expression sessions.

So, the majority of teachers, those who taught that module are able to know the effects that would be on their students' communicative proficiency after the use of authentic materials.

➤ **For how long?**

For how long	2 years	5 years	More	Total
Number	4	2	1	7
Percentage	57,14 %	28,57 %	14,29 %	100 %

**Table 30: Experience in teaching O.E at the university level.**



**Graph 30: Experience in teaching O.E at the university level.**

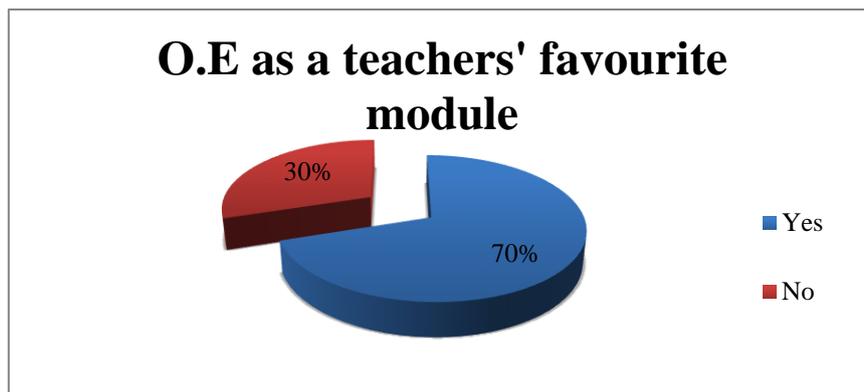
Most of the teachers' answers to this item were satisfactory because at least, 57.14 % of them have taught OE. Moreover, 28, 57 % declared that they have experienced teaching this module for, approximately, five years to EFL students. Furthermore, only one teacher (14, 29 %) has stated that he has taught that module for more than five years at the university level.

These results mean that we have varied backgrounds about the learners' needs and the learning process. So, we have a positive touch from this that we will have different opinions and answers about the role of using authentic materials in developing second year students' communicative proficiency.

**Item 5: Is oral expression your favorite module?**

The teachers' choice	Yes	No	Total
Number	7	3	10
Percentage	70 %	30 %	100 %

**Table 31: The teachers' preferences in teaching oral expression.**



**Graph 31: The teachers' preferences in teaching oral expression.**

This item looks for the EFL teachers' point of view about teaching oral expression as their favourite module, where we have found that 70 % of them agree with the idea that this module is their favourite one; while 30 % neglected that oral expression is their favorite module among the others.

As a result to these answers we can say that the majority of teachers prefer teaching oral expression rather than the other modules, because they feel at ease and can have the opportunity to interact more with their second year EFL students when it concerns their communicative proficiency levels.

➤ **If yes, would you please say the reasons why?**

This sub-question aims at investigating the reasons behind the teachers who favoured oral expression as their best module; we have to mention that only seven (7) teachers have answered this sub-question as an effect to their positive previous answers; and the reasons were as follows:

- The first teacher has clarified his/her choice by saying that it is an opportunity to practise English as a foreign language with our second year students.

- The second one was very emotional about the reasons where s/he agreed with the first answer, with adding that it is exciting and makes the teachers closer to their students in an amazing way.
- Two other teachers have seen this from a psychological angle; where they said that oral expression will help their students to neglect the negative emotions, such as: fear and anxiety, which hinder them from expressing and exchanging their own thoughts and opinions with others.
- Another two teachers are sharing the same view about this item; where they declared that oral expression is a module where the teacher is able to tackle the four skills with his/her students in order to develop their capacities in and then communicative proficiency as well.
- The last answer was a very detailed one where the teacher has explained precisely and honestly his/her point of view about seeing oral expression as the favourite module. The first thing that s/he mentioned is that “it is not my favourite module”, but s/he claimed that s/he appreciates it because s/he finds him/herself closer to his/her students when interacting with them more often than in another module. Also, s/he mentioned a second reason which is O.E does not follow a specific syllabus and technique, as s/he is free to choose any topic according to the students’ needs and interests as well as the type of activities and authentic materials that s/he finds are suitable for their level, style and needs. Finally, s/he concluded that oral expression is a good way to develop the students’ speaking and communicative proficiency and to contribute to their improvement of motivation, self-confidence and performance during the whole year.

After all of these explanations, we may say that the teachers’ opinions were not so different from each other, where they stated that oral expression, as a module, is an

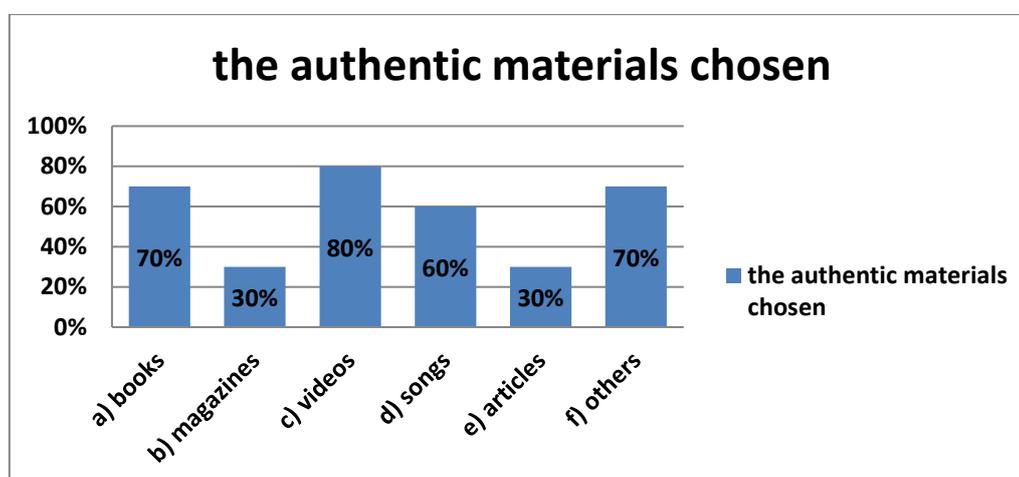
excellent way to interact and discover second year EFL students' thoughts, opinions and ideas towards many tasks and even, issues, that would give them the chance to develop their speaking skill; more precisely, their communicative proficiency. Furthermore, O.E would absorb the negative emotions, like: fear and anxiety and helps them become more interested in the English language.

### 3.4.2. Section two: the role of using authentic materials in EFL classes.

**Item6: As a teacher of English at the university level, what are the most common authentic materials that have you used when performing your lectures?**

Teachers' choice	Books	magazines	Videos	Songs	Articles	Others	Total
Number	7	3	8	6	3	7	10
Percentage	70 %	30 %	80 %	60 %	30 %	70 %	100 %

**Table 32: Types of authentic materials chosen in teaching English language.**



**Graph 32: Types of authentic materials chosen in teaching English language.**

For this item, we aimed to specify the most common authentic materials used by teachers in the English branch at Biskra University. We have to point out that the results and the percentages will not be regular because the question was not restricted with one answer only.

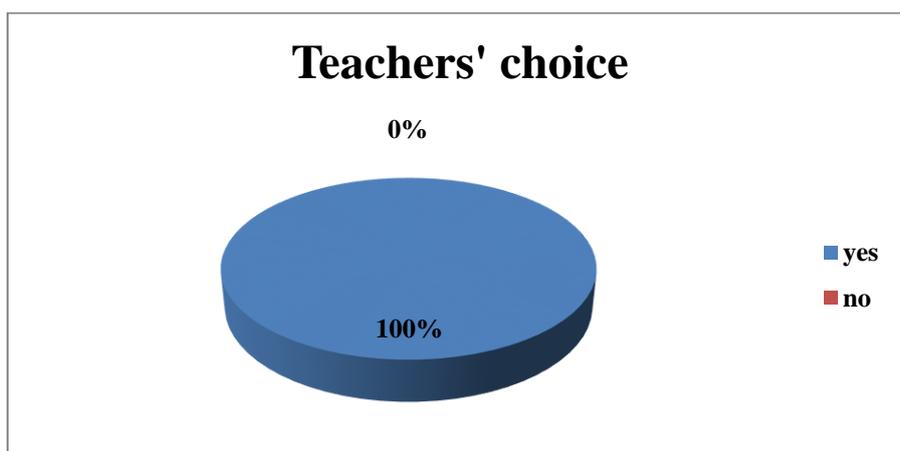
The most chosen AMs were the videos, where 80 % of the teachers' have insisted on in their answers; whereas, 70 % of the teachers have declared that the books are the most used materials. At the same level of using the item (others) have taken 70 % of the teachers' choices, where they clarified them by saying that the texts taken from short stories and texts in general are AMs.

Also, they have mentioned the audio tapes and scripts, films and photos as reliable materials. Furthermore, they stated that they usually used the net 'Wikipedia' and the 'PPP' (power point presentation) as authentic materials too. While 60 % of the teachers claim that the most used materials are songs. While only 30 % of the EFL teachers have stated that they use articles and magazines as authentic materials when performing their lectures.

**Item7: Do you prefer using authentic materials inside your classes?**

The teachers' choice	Yes	No	Total
Number	10	0	10
Percentage	100 %	0 %	100 %

**Table 33: Teachers' preference in using authentic materials in their classes.**



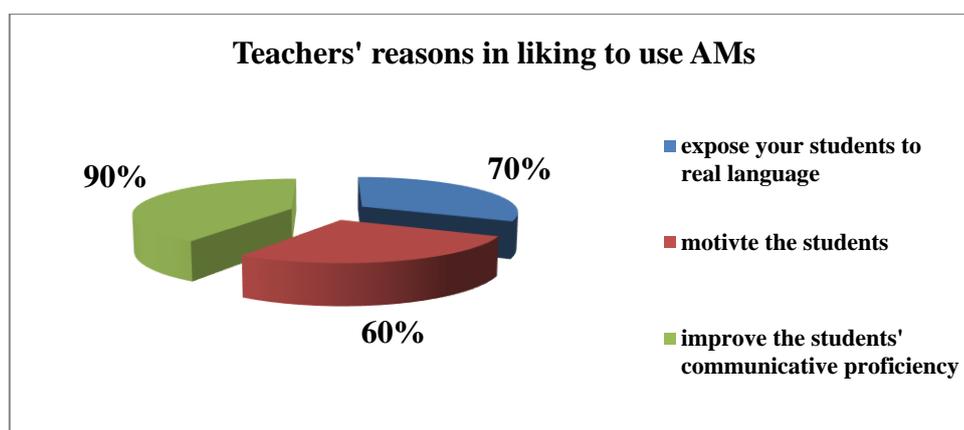
**Graph 33: Teachers' preference in using authentic materials in their classes.**

The seventh item is about whether or not they prefer to use authentic materials inside their EFL classes. The entire teachers (100 %) have declared positively by answering the “yes” choice. These results enable us to say that the EFL teachers are aware about the importance of the use of authentic materials in the teaching process.

➤ **If yes, is it because you want to:**

The reasons	Expose your students to real language	Motivate the students	Improve the students' CP	Total
Number	7	6	9	10
Percentage	70 %	60 %	90 %	100 %

**Table 34: The reasons that made teachers like to use AMs.**



**Graph 34: The reasons that made teachers like to use AMs.**

The above sub-question was aimed to specify the reasons behind the teachers' preference to use the authentic materials while teaching English. Three choices were given by the teachers where they were free to choose more than one option. The most chosen one was the studied subject which is improving students' communicative proficiency by 90 % who have made it as the main reason to use authentic materials while teaching. Whereas, 70 % of them have reported that to expose their second year EFL students to real language is the reason behind their choices of AMs. While 60 %

of the same teachers have stated that they do use authentic materials while teaching EFL classes because they motivate their students.

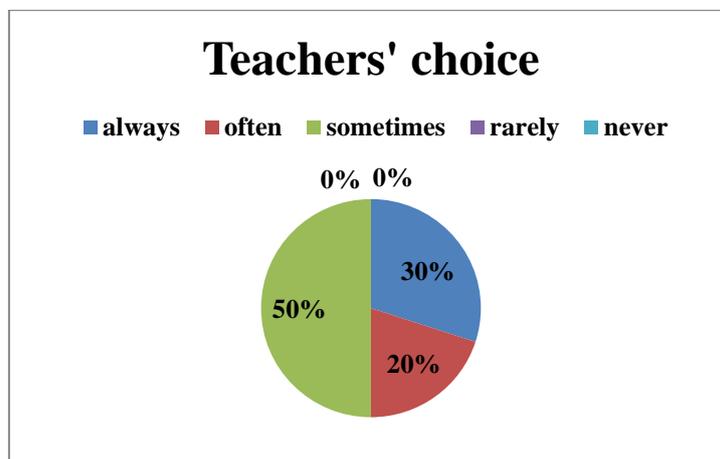
There was another sub-question in the case where they were able to answer with ‘no’ and with three choices. But, we never needed to count it because no one has chosen the ‘no’ option as an answer in the seventh item.

As a result to these interpretations, we are able to say that the main reason of using authentic materials in the second year EFL classes is to develop the students’ communicative proficiency.

**Item 8: How often do you provide your students with such materials as sources?**

The teachers’ choice	Always	Often	Sometimes	Rarely	Never	Total
Number	3	2	5	0	0	10
Percentage	30 %	20 %	50 %	0 %	0 %	100 %

**Table 35: The regularity of providing students with AMs as sources.**



**Graph 35: The regularity of providing students with AMs as sources.**

According to the obtained results, 30 % of the EFL teachers in the English branch of MKBU *always* provide their students with authentic materials as sources for

their lectures; whereas, 20 % of them *often* do so. Fifty per cent (50 %) of EFL teachers *sometimes* provide their students with the necessary authentic materials.

As a response to these answers, we may say that teachers in the English branch are familiar with the use of authentic materials as they are most of the time ready to provide their students with them when necessary.

### **Item 9: how do you use them?**

This item is considered as a follow-up question of the previous one; which meant to show the EFL teachers' readiness, way of using, and integration of the authentic materials as supporting aids in their teaching process. We would mention that one teacher skipped over this item, whereas, other two teachers have answered very briefly this although it is an open-ended one. At the same item, we noticed that a group of three (3) teachers, may be, have not understood the question well, and instead of answering how to use these authentic materials they were explaining the impact and the reasons of using them.

The obtained results were very helpful for our research topic because of the variation and different point of views of the teachers; we would present them as follows:

- The first teacher has said that, as far as his course is concerned, s/he usually uses videos or articles in order to analyse the materials through different classroom activities and tasks, such as: group discussions and outdoor research works.
- Other opinions of two teachers, which were very brief, show that they bring the texts or the videos (listening tasks) and ask their students to read and watch those authentic materials; after that they start asking questions about these materials and dictate on them the obtained information.

- A third opinion was that a teacher firstly exposes his/her second year EFL students to authentic materials by exploring them in details; after that he would relate the theme of the lesson to real life situations. In addition to that, the teacher has claimed that s/he would make his/her students repeat, summarize or paraphrase some parts of the content of the lesson. Finally, s/he finishes the lecture by asking them to do some practice about what they have already learnt from it.
- Another teacher has declared that when it is related to the videos as an authentic material to teach with, first of all, s/he presents them to her/his EFL students, and then discusses it together with the students. After that, either they answer questions or conduct a discussion. While, when the authentic material is a text, they start by reading it silently; moreover, the whole class will read it one by one, to listen to all of them, and discuss it together. Later on, they move to the comprehension questions.
- A further opinion about how to use authentic materials was that, the teacher should make a warming-up where the topic or the material is introduced indirectly to the students. During the projection of the video, s/he gives the opportunity to the learners to watch it more than once then a discussion has to take place where most of the students speak about the content of the material guided by the teacher. Finally, the last stage that must be done is practice; where the students answer the questions that have been asked about the video, using the new vocabulary learnt from or reproduce a scene or a dialogue to check their understanding the native speakers' accent and culture. But, when the AM is a text, the teacher has to involve all the learners in a class discussion about it through answering comprehension questions. Here, students will have the chance to practise their pronunciation.

Also, we have the three teachers who have answered the 'why not' part and their answers are as follows:

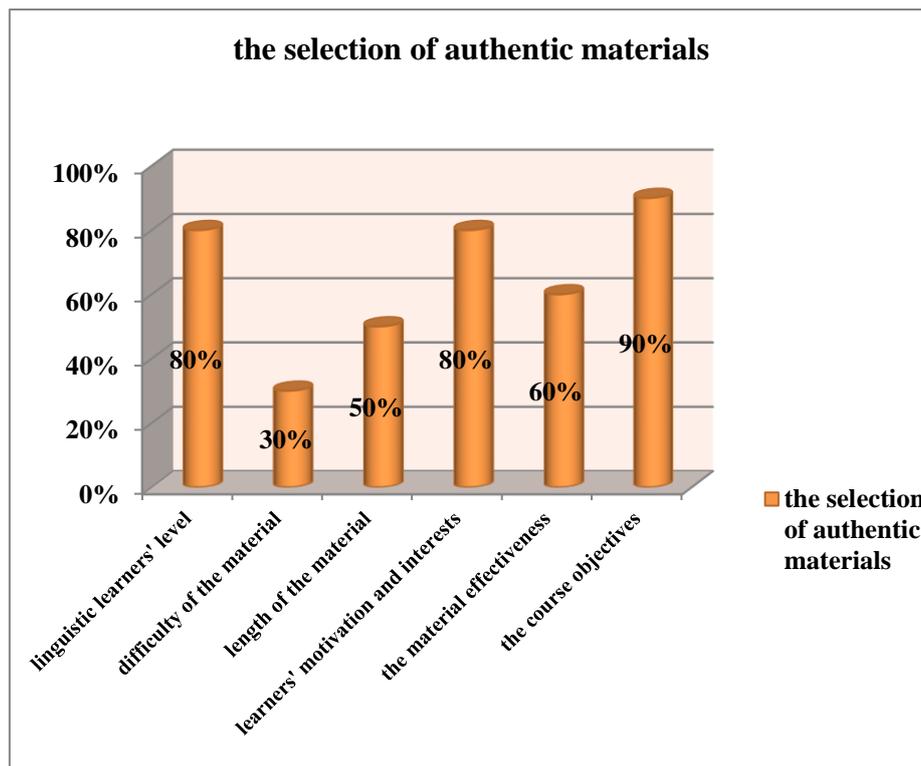
- The first teacher stated that it is a kind of systematic and well-planned programme and gave examples that if the second year students are taught twice a week, the teacher would use authentic materials once each week.
- The second opinion was that if the teacher uses the authentic materials, his or her students consequently will be motivated to understand, explain and practise the language easily.
- The last answer was that the use of authentic materials is not important all the time, but from time to time, it may help students develop their intelligence to start developing their English.

To sum-up all these opinions, we would say that the majority of EFL teachers are reluctant to use authentic materials as a result of their positive effects on second year EFL students' level of communicative proficiency.

**Item 10: What should we take into consideration when selecting authentic materials?**

Teachers' choice	Linguistic learners' level	Difficulty Of the material	Length of The material	Learners' motivation and interests	The effectiveness of the material	The course objectives	Total
Number	8	3	5	8	6	9	10
Percentage	80 %	30 %	50 %	80 %	60 %	90 %	100%

**Table 36: The reasons behind the teachers' selection of authentic materials.**



**Graph 36: The reasons behind the teachers' selection of authentic materials.**

This item was submitted to collect data about the different items that teachers' take into consideration when selecting authentic materials that would be used for second year EFL students' classes. Most of the teachers (90 %) have declared that the course objectives is their main concern; while 80 % of them claimed that learners' motivation and interests are what they think about when they pick the AMs to teach with. Furthermore, and with equal percentage to the previous choice (80 %), they have said that the linguistic learners' level is very important when they choose authentic materials to work with.

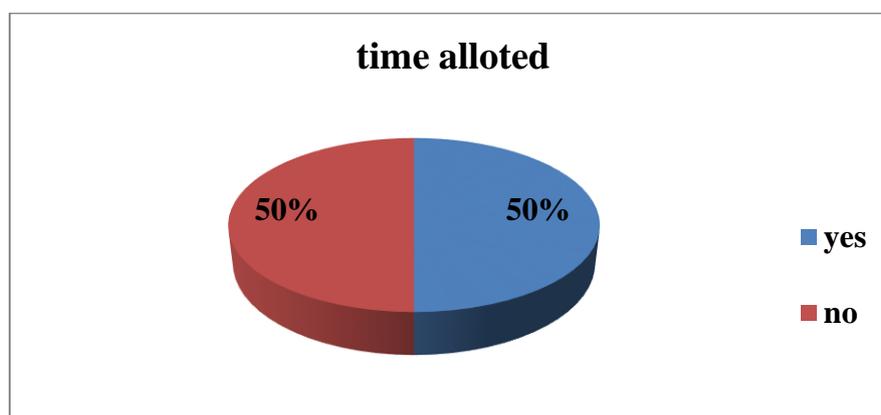
Whereas, the material effectiveness has taken 60 % of the teachers' concern; and not so far from these results, fifty percent (50 %) of the teachers have affirmed that they give most importance when they choose AMs to the difficulty of the material itself. Moreover, 30 % of the questioned teachers have revealed that they pay more attention firstly to the length of the material when they want to pick one to teach with.

As a conclusion of these results, EFL teachers at the English branch of Biskra have shown a big sense of responsibility, awareness and knowledge when it is related to the way of choosing authentic materials that would be presented while teaching.

**Item 11: Is the time allocated to the English courses enough to have the opportunity to use authentic materials?**

The teachers' answers	Yes	No	Total
Number	5	5	10
Percentage	50 %	50 %	100 %

**Table 37: The sufficiency/insufficiency of the time allotted to the English courses.**



**Graph 37: The sufficiency/insufficiency of time allotted to the English courses.**

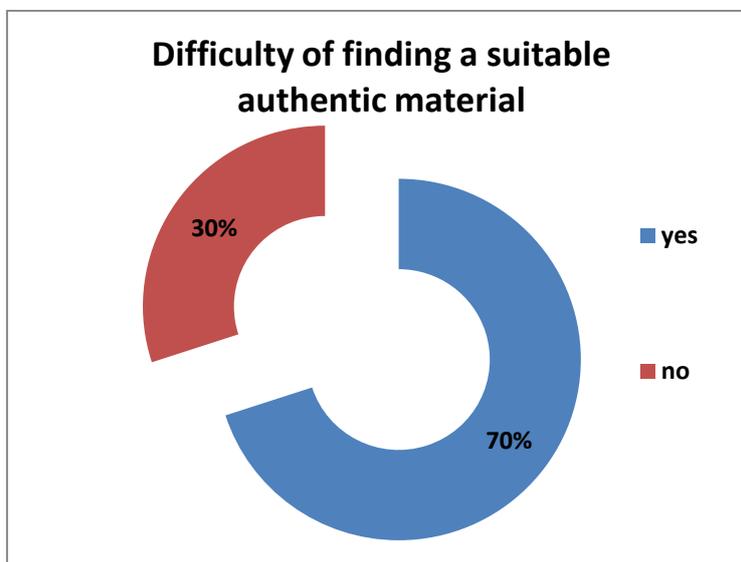
According to the results obtained, the teachers are divided into two equal parts. One part (50%) declared that the time allocated to using authentic materials in classes is quite enough whereas, the other part (50%) said that it is not enough.

For those who found it enough, may be they are able to manage their time appropriately whereas the others they may waste their time in some unnecessary additional pieces of information that can be understood in their context without devoting for them too much time.

**Item 12: Is it difficult to find suitable authentic materials to your course objectives?**

The teachers' answers	Yes	No	Total
Number	7	3	10
Percentage	70 %	30 %	100 %

**Table 38: The difficulty in finding suitable AMs to the teachers' course objectives.**



**Graph 38: The difficulty in finding suitable AMs to the teachers' course objectives.**

The results obtained from the above table show that 70% of the teachers are facing difficulties in finding the necessary authentic materials for the objectives of their courses.

Maybe those teachers do not want to make extra efforts to look for those materials or they ignore the sources from which they can find them although they (AMs) are available and in abundance. The 30% of the teachers who are facing no difficulties to find the appropriate materials for their courses are experienced enough and completely dedicated.

**Item 13: From your own experience as a teacher of English, what would the use of authentic materials in the EFL classes add to your students?**

In the 13<sup>th</sup> item, we asked teachers to give us their own experienced points of view about the effects of using authentic materials on their second EFL students. It is important to mention that one teacher did not answer this question although s/he has taught English at the university level for two years. Nevertheless; the other teachers have answered as follows:

- teachers (1), (2) and (3) have declared that their second year EFL students will be exposed to the real-life context ( language and culture), and they will be able to practise it, which would enhance their vocabulary and pronunciation level with a high motivation especially, when two modalities are used like in the videos ( listening and watching.)
- two teachers have spoken briefly about the effects of using authentic materials on their EFL learners by saying that it raises their credibility, level of curiosity, motivation and adaptability.
- another teacher has claimed that his/her students will acquire the natives' pronunciation; moreover, they would be more motivated and eager to learn this foreign language. Also, s/he asserted that they will not be reluctant and bored while learning English.
- another EFL teacher has asserted on the previous teachers' results, that the use of authentic materials certainly would help second year EFL students to expose themselves to real life interactions with the possibility to communicate with native speakers of English. What would give them more knowledge about the socio-cultural aspects of that foreign language is that it encourages them to make field work investigations.
- also, not far from the previous answers, the eighth teacher has specified the effects of using AMs on his/her EFL students by saying that they enhance learners' motivation

and interest with big attention to specific topics by improving their critical thinking towards the four skills. Moreover, authentic materials could be used by them as a reference for good and perfect pronunciation, accent, stress, word use and language structure. That is why we would conclude by stating that AMs are the accelerator when they are related to the students' communicative proficiency.

- the last answer was similarly stated to the other teachers' ones, which confirmed that using authentic materials while learning will persuaded the second year students to focus, take part in the discussions and share their ideas. Furthermore, they will overcome the anxiety problem, at the same time have the opportunity to correct some spelling and pronunciation mistakes and also help them to acquire new vocabulary items.

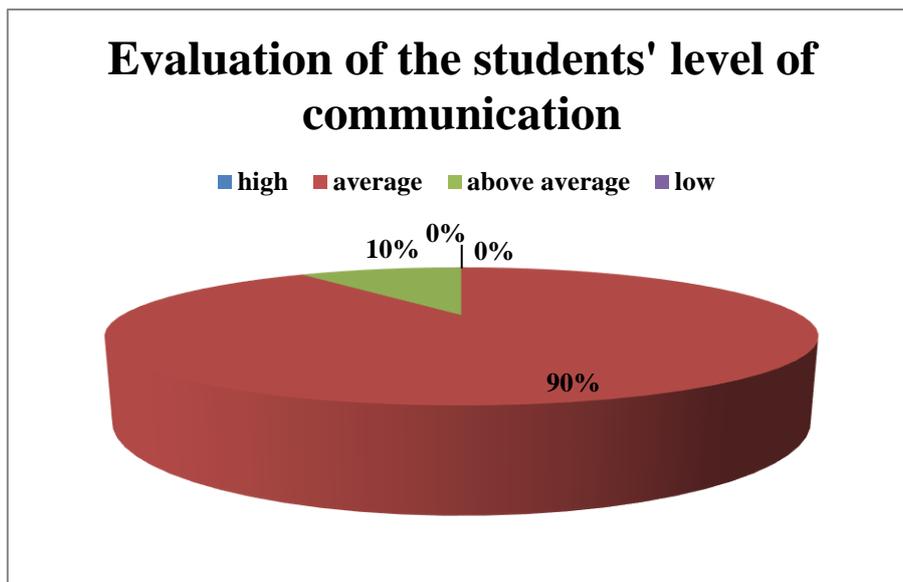
We can conclude these answers by saying that using authentic materials is very beneficial for the development of the second year EFL students' communicative proficiency with all of its elements.

### **3.4.2. Section three: developing EFL students' communicative proficiency.**

**Item 14: as a teacher of second year EFL students, how do you evaluate their level of communication?**

<b>Teachers' evaluation</b>	<b>High</b>	<b>Average</b>	<b>Above average</b>	<b>Low</b>	<b>Total</b>
<b>Number</b>	<b>0</b>	<b>9</b>	<b>1</b>	<b>0</b>	<b>10</b>
<b>Percentage</b>	<b>0 %</b>	<b>90 %</b>	<b>10 %</b>	<b>0 %</b>	<b>100 %</b>

**Table 39: The teachers' evaluation of their second year students' level of communication.**



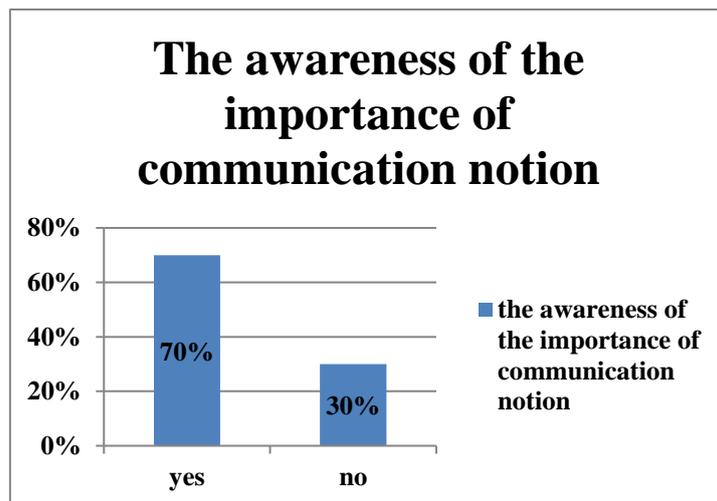
**Graph 39: The teachers' evaluation of their second year students' level of communication.**

From the obtained results, it is clear that the overwhelming majority of teachers (90%) find their second year EFL students' level of communication quite average. So, this is the reality of the level of our students' vis-à-vis communication. Also, this shows that teachers are aware of their students' learning difficulties and are doing the needed efforts to alleviate them.

**Item 15: Are they aware about the importance of communication notion?**

The teachers' opinion	Yes	No	Total
Number	7	3	10
Percentage	70 %	30 %	100 %

**Table 40: The teachers' opinion about the students' awareness of the importance of communication notion.**



**Graph 40: The teachers’ opinion about the students’ awareness of the importance of communication notion.**

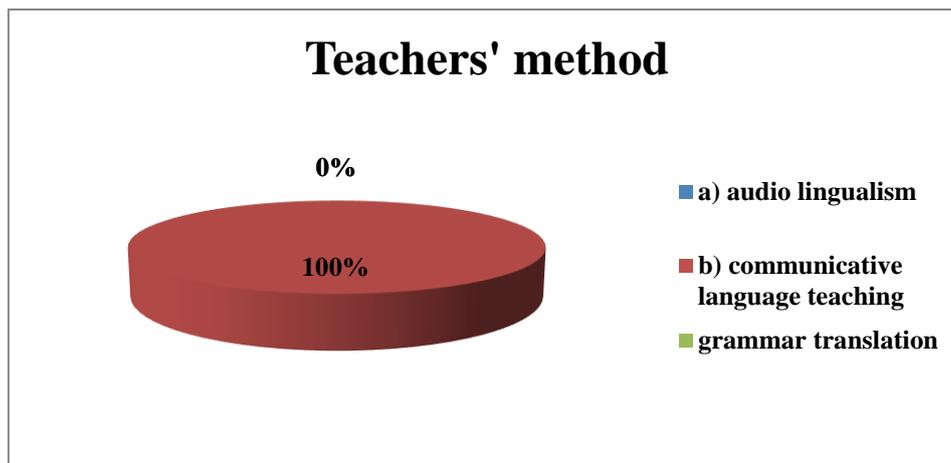
This item was chosen precisely to know the second year EFL teachers’ opinions about their students’ awareness when it comes to the importance of the notion of communication. The answers were as follows:

- 70 % of the teachers approved that second year EFL students are aware of what it implies that they are completely conscious about its importance in the learning process
- 30 % of the teachers claimed that their EFL students do not rely on the importance and the significance of the notion communication. This is an opportunity for those teachers to make more efforts to show their students the importance of this educational component.

**Item 16: What method do you choose when performing your lectures?**

Teachers’ method	Audio-lingualism	Communicative language teaching	Grammar translation	Total
Number	0	10	0	10
Percentage	0 %	100 %	0 %	100 %

**Table 41: The method used by the EFL teachers while performing the lectures.**



**Graph 41: The method used by the EFL teachers while performing the lectures.**

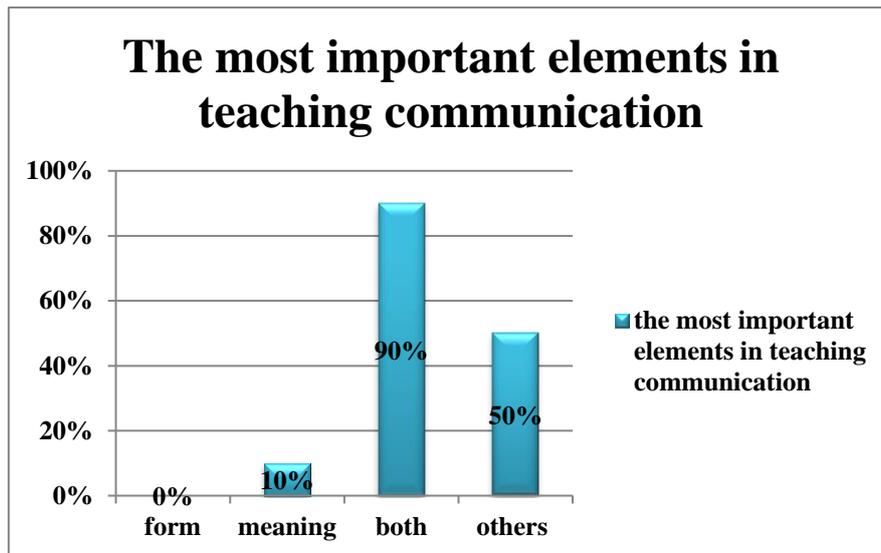
According to the obtained results, all the teachers (100 %) chose the communicative language teaching approach. We suppose that this choice is legitimate because of the help and the in-going procedures (methods, techniques) that really facilitate the way to get the teachers' objectives and aims.

Also, they think that the second year EFL students of the English branch at MKBU have gone far away from the audio lingual controlled activities and the old-fashioned grammar translation method.

**Item 17: What are the most important elements that need to be used when teaching communication?**

The teachers' point of view	Form	Meaning	Both	Others	Total
Number	0	1	9	5	10
Percentage	0 %	10 %	90 %	50 %	100 %

**Table 42: The most important elements needed when teaching communication.**



**Graph 42: The most important elements needed when teaching communication.**

The seventeenth item was conducted to identify the teachers' persuasion about the most important elements that need to be used when teaching communication. The majority of the teachers (90 %) affirmed that both form and meaning are much important when dealing with teaching communication for the second year EFL students; whereas, 10 % of them asserted that the meaning is more important than the form in the communication teaching process.

Moreover; while the answer was not restricted to choose only one answer the results were different. Fifty per cent (50 %) of the second year EFL teachers have claimed that there are other elements that are more important in teaching communication and they mentioned them as follows:

One of the teachers has answered this item by choosing 'meaning' only as the most important element in the communication teaching, at the same time s/he has chosen the 'other' option as a second answer by confirming his/her first choice that pragmatics is the essential item in this field.

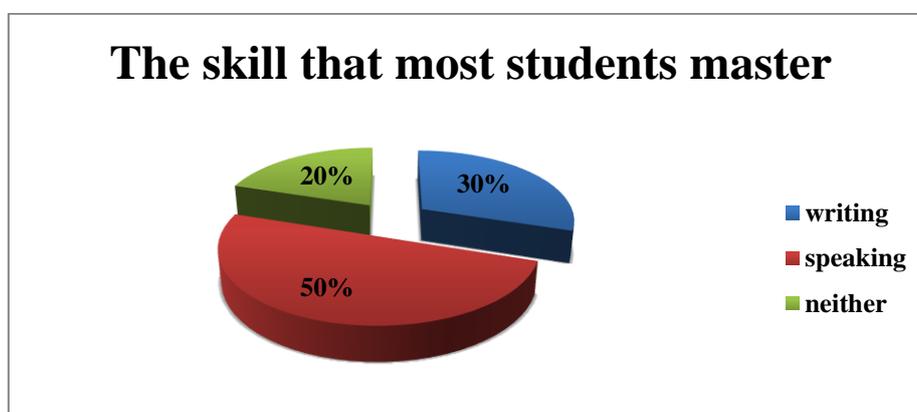
- Another teacher has asserted his first choice (both) by saying that the communication channel is the most important thing in this process.
- A third teacher has claimed that the capacity to have good understanding between the teachers and their students is the main significant element in the procedure of teaching communication.
- Closed opinions were presented by two teachers while answering this question, where they shared the same opinion about the importance of both ‘form’ and ‘meaning’, in parallel with the socio-cultural context of the foreign language.

After these results we may say that the EFL teachers in the English division agreed on that both meaning and form are important when it comes to the teaching of communication process, with consideration to the socio-cultural context of the English language.

**Item 18: in your opinion, as a university teacher, which skill do your students master more?**

Teachers' opinion	Writing	Speaking	Neither	Total
Number	3	5	2	10
Percentage	30 %	50 %	20 %	100 %

**Table 43: The teachers' evaluation about their students' skills mastering.**



**Graph 43: The teachers' evaluation about their students' skills mastering.**

We noticed that 30 % of the respondents have chosen the writing skill as the most mastered skill by their second year EFL students. Whereas, 50 % of them have stated that their students are mastering the speaking skill much better than the writing one. Oppositely to both answers, two (20 %) teachers stated that the second year EFL students do master neither the speaking nor writing skills.

➤ **Teachers' justifications:**

The teachers' justifications were different from each others. The ones who have chosen the writing skill as the most mastered skill by their second year EFL students (30 %), one of them has justified his/her answer by stating that this skill requires more attention and guidance on the part of the teachers.

Another one has asserted his/her opinion by saying that the writing skill is related to many activities, tasks, tests, examinations and projects. While the speaking skill is rather neglected by students who should be more considered as university learners. The last teacher who has claimed that the second year EFL students master the writing skill rather than the speaking one, clarified that they find the writing process an easier way to express their ideas and thoughts.

Whereas, the teachers who have chosen the speaking skill as the most mastered among the other skills (50 %), have justified their answers by stating many reasons shown as follows:

- One teacher claims that the students find the speaking skill much easier in matter of performing.
- A second teacher clarified his/her opinion by saying that the second year EFL students' speaking and reading skills are mastered better than their writing skill.

- Another teacher has declared that by mastering the speaking skill, students will be able to develop their oral and writing proficiency.
- Two teachers shared the same justification about the second year students mastering skills, after they both have chosen the speaking skill as the most dominant one among the other skills, they clarified their answers by stating that their EFL students are facing many problems with their writing productions, by committing several mistakes (grammar, spelling, style, ...etc), that is why they have presumed that the second year students do not master the writing skill.

The last ranked answers, which were given by two teachers who have denied that their second year students are mastering any of the suggested skills (writing and speaking), confirmed their choices by asserting that their students have a weak level in both skills, because most of the them do not speak a lot and when writing they make many mistakes or write the way they speak which is wrong.

As a result of the answers and the justifications above, we may say that the majority of teachers' opinions of the second year EFL students in the English division at MKBU are mastering the speaking skill rather than the writing one, because they are poor in the writing process and they are not obliged to make good structured sentences while the most significant element is the meaning even if the form is not totally correct. While, less strongly opinions, consider that those EFL learners do master the writing skill more, as a consequence of its regular utility in the learning process.

**Item 19: would you please, provide us with some suggestions about how to develop the students' communicative proficiency at the level of second year EFL students?**

The last item (19) of this questionnaire was an open question that permits us to gather suggestions and opinions of the same EFL teachers concerning the methods and ways that would develop the second year EFL students' communicative proficiency.

These suggestions are summarized in these points; we would mention that all teachers were pleased to thank the researcher on her work.

- The first teacher has mentioned that the use of authentic materials can be very effective; however, the problem of overcrowded classes (is it possible to achieve certain tasks with 68 students in the same classroom?) should be solved beforehand.
- The second teacher has claimed that authentic materials and the audio visual aids are important steps he works with in the class for the sake of motivating students and make them understand all the explanations.
- Another teacher stated that using learning strategies (communicative) in the teaching process varying the topics and the tasks.
- While another teacher sees that the students need to improve their level by their own practice of the language by enhancing their abilities in the four skills (reading, writing, speaking and listening).
- Furthermore, one teacher asserted on that in order to develop the students' communicative proficiency, they should form sub-groups to discuss matters that are related to their field using the target language. This will help the second EFL students to learn from each other, and be able to apply metacognitive strategies (depending on plans) to develop their speaking abilities.

- Another opinion was suggested by an EFL teacher of the second year EFL students' level that learners of this generation like the use of audio visual technique because they prefer to see, imagine and practise the target language more. Also, the group work technique is a good way to motivate and develop the second year students' communicative proficiency.
- Whereas, another teacher has mentioned other angles on the research, which were about that exposing the second year learners to native speakers, putting them in the context and making them explore the culture of the target language would add a lot of their input; which will appear later as an output while performing the role plays, when solving problems or activities and even while they interfere in debates.
- The last teacher who has participated in this open question has a lot of things to say. First of all, s/he has emphasized on that teachers must encourage their students to work autonomously through watching T.V (English language news, shows, movies ...) and to listen to songs and speeches alone far from the EFL classes. Secondly, s/he has stressed that the fact that culture is a part of the language; so in order to use it correctly, the student has to know native speakers' traditions, idioms, slangs, and expressions which will not be learnt in the grammar lessons. Moreover; s/he hopes that EFL teachers would encourage their second year students to read more authentic texts. Finally, s/he has straight point of view about the relationship that bound the performance of role plays and dialogues with making students practicing orally the English in the real life situations.

As final result of this last item, we can say that EFL teachers are conscious about the great role of using authentic materials on the second year EFL students' communicative proficiency.

As a conclusion of this part of the third chapter; we are able to say that the teachers of the English branch are really conscious about the important role of using authentic materials in their EFL classes. Not only that, they are totally aware of the positive impact they will have on the second year EFL students' communicative proficiency.

## **Conclusion**

In the third and the last chapter for this research, we discussed the field work of this study. Initially, we have made a theoretical background for the methodology that we have followed to gather the needed information for this research. The tool that was used is a questionnaire for both EFL teachers and students at the level of second year in the English branch at Mohamed Kheider Biskra University; the obtained data was analyzed descriptively, discussed and interpreted in the last section of this chapter.

This chapter was presented in order to confirm the suggested hypothesis at the beginning of this research, which was positively affirmed at the end of it.

## Recommendations

To conclude our research, we would like to draw some recommendations from what we have dealt with while preparing this dissertation. These are as follows:

- It is important to use the authentic materials that fit the students' levels, preferences, needs and interests.
- Teachers of English are required to be more creative, and use different methods in order to motivate their EFL learners' interests, abilities, and preferences.
- The regularity of using the authentic materials as a result of its' benefits in the field of teaching English, and its cooperation in minimizing some of the students' psychological problems, such as: the lack of confidence, anxiety, and frustration.
- EFL teachers should provide their students with different authentic materials to develop their four skills, since they are interrelated when it comes to the communicative proficiency enhancement.
- Students are recommended to spend more time on practicing the target language as in its correct way.
- It is needed from the EFL learners to engage themselves more with the target language' cultural aspects, like: costumes, attitudes, manners, ... etc.
- It is very fruitful to expose EFL students to the authentic materials as a way to motivate them to acquire fluency as well as their vocabulary.
- Learners need to be in regular contact with native speakers in order to develop their communicative skills and know how to react in each real-life situation.
- Teachers should be more knowledgeable about the way of using AMs and knows how and what to take from these genuine materials, in order to minimize the time consumed in preparing them to be implemented in the EFL classes.

- It is important to shed light on the EFL teachers' role in selecting the most appropriate AMs that fit all the required objectives and goals that are needed to be achieved.
- Moreover, the administration must supply all the needed conditions that both EFL teachers and learners need to be able to practice all the four skills successfully, like over head projectors, language laboratories, and headsets.

As a conclusion, we are able to say that the best way to develop the EFL students' communicative proficiency is to choose the most appropriate useful methodology, and careful picking of the authentic materials that would be presented while the lecture.

Moreover, these genuine materials must be selected according to the objectives of the lectures, the students' needs, and their level also must be taken into consideration.

Finally we would like to emphasize on that teachers must focus more on the type of tasks and messages that would be delivered by their EFL students and contribute in their communicative proficiency development.

## General Conclusion

During the previous years, teachers and researchers have become aware of the way of teaching and presenting their lectures; they started to be more interested in the authenticity of the used materials. Those materials are needed to be used in the teaching process, especially when they help in developing the communicative proficiency of the EFL students.

The communicative competence has always been the goal of every language classroom wherein instructions are geared toward the components on organizational, pragmatics, systematic and psychomotor (Brown, 1994). He (ibid) also declared that the communicative proficiency of the EFL students will be developed while using the authentic materials rather than the artificial ones, and extend their viewpoints about the language studied during their lectures. Furthermore, it increases the level of their efficiency and fluency.

Communicative proficiency is not restricted to one skill only; but with the four skills: writing, reading, speaking, and listening. When the students achieve those skills, they will easily develop their proficiency in the use of the English language.

The use of authentic materials in the teaching/learning process will help both teachers and students to be more involved and active inside the EFL classrooms, because of the positive interaction and right instructions and information gathered from its use.

In the first chapter we intend to define and explain the different authentic materials and their influence on the EFL learners' communicative proficiency, this is what has been clarified in details; to show the positive effects on the students' abilities

and capacities that would be motivated, developed, and be more engaged with the natives' real language.

While in the second chapter, the goal is to identify the term communication and the approach that implement it in the teaching-learning process. To show all the elements of the communication we have spoke about the communicative competence as the first notion, than we have defined the communicative proficiency as a newest teaching approach. Also, we were pleased to mention all the problems of communication and how to make an effective communication and its types.

The third chapter was devoted to the practical implementation of the theoretical part. In order to have the juice of the research, we have analyzed the gathered data from the two questionnaires that were distributed to both second year EFL teachers and students. Furthermore, the findings have affirmed the research hypothesis that stresses on the advantages of using authentic materials in the EFL classes on the students' communicative proficiency.

The obtained results showed that the second year students were more motivated when they were exposed to the authentic materials as resources of information about the target language. Moreover, the results have clarified the differences among the authentic materials effects, goals, and advantages.

Furthermore, the EFL teachers need to be more selective when it is related to the authentic materials that they would use while they teaching EFL classes, and the more important thing is that they must consider their learners' needs and interests to achieve successful language teaching.

## References

1. Abou Youcef. (2005), *Communication Skills*. Cairo University Press. Egypt.
2. Al-Azri, R. H. & Al-Rashidi, M. H. (2014). The Effect of Using Authentic Materials in Teaching. *International journal of Scientific and Technology Research*. Vol.3.
3. Bachman, Lyle F. (1990): *Fundamental Considerations in Language Testing*. Oxford: Oxford University Press. UK.
4. Baghban, Z. Z. V. (2011). A Review on the Effectiveness of Using Authentic Materials in ESP Course. *English for specific purposes world*. Vol. 10.
5. Berardo, S. A. (2006). *The Use of Authentic Materials in the Teaching of Reading*. The Reading Matrix.
6. Bloom. L. 1978, Commentary. *The Quarterly Newsletter of the Laboratory of Comparative Human Cognition*, 2(1), 1- 4. (Formerly The Quarterly Newsletter of the Institute for Comparative Human Development) W. S. Hall & M. Cole (eds), San Diego: Center for Human Information Processing, University of California, San Diego. USA.
7. Breen, M. P. (1985). *Authenticity in the Language Classroom*. Applied Linguistics.
8. Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall Regents. UK.
9. Brown, H. D. (1994). *Principles of Language Learning and Teaching*. Prentice Hall Regents, Prentice Hall, Inc. Englewood Cliffs, New Jersey Press. USA.
10. Brown, H. D. (2000). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Pearson Education Press. San Francisco, USA.
11. Cabalquinto, M. A. (1989). *The Communicative Competence of Graduate Students of Cebu City*. Doctoral Thesis. Cebu Normal University, 1989.

12. Campbell, R. and Wales, R. (1970). *The Study of Language Acquisition*. In J. Lyons (ed.) *New horizons in linguistics*, Harmondsworth: Penguin Books. UK.
13. Canale, M. (1983). *From Communicative Competence to Communicative Language Pedagogy*. In Jack C. Richards & Richard W. Schmidt (eds.) *Language and Communication*. Longman, London, UK.
14. Canale, M. & Swain, M. (1980). *Theoretical Bases of Communicative Approaches*. Cambridge: Cambridge University Press. UK.
15. Celce-Murcia M, Dörnyei Z. and Thurrell S. 1995. *Communicative Competence: A pedagogically motivated model with content specifications. Issues in Applied Linguistics*. University of California. ISSN 1050 -4273. Vol. 6. No 2. 1995.
16. Chomsky, N. (1965). *Aspects of the Theory of Syntax*. Cambridge: MIT Press. UK.
17. Cleary, S. (2008), *The Communication Handbook: A student guide to effective communication*. South Africa.
18. Dunkel, P. A. (1995). *Authentic second/foreign language listening texts: Issues of definit operationalization, and application*. In Byrd (Ed.), *Materials writers' guide*. Heinle and Heinle, Boston. USA.
19. Flormata-Ballesteros, T.M. (2003). *Speech and Oral Communication*. Katha Publishing Co. INC. University of philipines.
20. Genhard, J. G. (1996). *Teaching English as a foreign language a teacher self-development and methodology*. Ann Arbor. The university of Michigan press. USA.
21. Gilmore, A. (2007). *Authentic Materials and Authenticity in Foreign Language Learning*. Language Teaching.
22. Gonzalez, O. G. 1990. *Teaching Language and Culture with Authentic Materials*. Unpublished EdD dissertation, West Virginia University, Morgantown, West Virginia University. UMI-DA9121862. USA.

23. Guariento, W. and Morley, J. (2001), Text and Text Authenticity in the EFL Classroom, *ELT Journal*. Oxford University Press in association with the British Council, volume 55/4.
24. Harmer, J. (1994). *The Practice of English Language Teaching*. 1<sup>st</sup> edition, Longman. London, UK.
25. Harmer, J. (2001). *The practice of English Language Teaching*. 3<sup>rd</sup> edition, Longman. London, UK.
26. Hedge, T. (2000). *Teaching and Learning in the Language Classroom*. Oxford: Oxford University Press. UK.
27. Herod, L. (2002). *Adult Learning: from theory to practice*. Heinle and Heinle Publishers. Heinemann. UK.
28. Hymes, D. H. (1966). *Two Types of Linguistic Relativity*. In Bright, W. Sociolinguistics. The Hague: Mouton. pp. 114–158.
29. Hymes, D. H. (1972). *On Communicative Competence*. In J.B. Pride and J. Holmes (Eds.), sociolinguistics: selected readings. Harmondsworth: Penguin. UK.
30. Hymes, D. H. (1967). Models of the interaction of language and social setting. *Journal of Social Issues*, 23(2), 8-38.
31. Israelsson, J. (2007). *Teacher Attitudes to Teaching Aids and Authentic Materials*. Malmo Hog Kola. Sweden.
32. Jacobson, E., Degener, S., & Purcell-Gates, V., (2003). *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A handbook for practitioners*. NCSALL. USA.
33. Jane, S. (2010). *Using Authentic Video in the Language Classroom*. Cambridge University Press. UK.

34. Kilickaya, F. (2004). Authentic Materials and Cultural Content in EFL Classrooms. *The Internet TESL Journal for Teachers of English as a Second Language*. Vol. X, No.7, July 2004, retrieved from [http://iteslj.org/Techniques/Kilickaya\\_AuthenticMaterial.html](http://iteslj.org/Techniques/Kilickaya_AuthenticMaterial.html).
35. Lee, W. (1995). Authenticity revisited: text authenticity and learner authenticity. *ELT Journal*, 49 (4).
36. LLurda, E. (2000), *The International Applied Linguistic Journal*, Vol. 10, No. 1 university of Lleida Press, Spain.
37. Maroko, G.M. (2010). The Authentic Materials Approach in the Teaching of Functional Writing in the Classroom: In Reinelt, R. (Ed). 2010. The new decade and (2<sup>nd</sup>) FL teaching: The initial phase Rudolf Reinelt. *Research laboratory EU Matsuyama*, Japan.
38. Martinez, A. (2002), Authentic Materials: An overview. *Karen's Linguistic Issues*. Retrieved November 20, 2003 from the website: [www3.telus.net/linguisticsissues/authenticmaterials.html](http://www3.telus.net/linguisticsissues/authenticmaterials.html).
39. Matsuata, K. (n.d.) Applications for using authentic materials in the second language classroom. Retrieved June 5, 2004, from Asia University Cele department Web site: [http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic\\_Mat.htm](http://www.asia-u.ac.jp/english/cele/articles/MatsutaAuthentic_Mat.htm).
40. McGrath, I. (2002). *Materials Evaluation and Design for Language Teaching*. Edinburgh: Edinburgh University Press Ltd. Scotland.
41. McKay, S.L. (2000). Teaching English as an international language: Implications for cultural materials in the classroom. *TESOL Journal*.
42. Melvin, B. & Stout, D. (1987). *Motivating Language Learners through Authentic Materials*. In W. Rivers, (Ed.) *Interactive Language Teaching* (pp. 44-56). New York: Cambridge University Press. UK.

43. Mishan, F. (2005). *Designing Authenticity into Language Learning Materials*. Bristol: Intellect.UK.
44. Morrow, K. (1977). *Authentic Texts in ESP*. In S. Holden (Eds.) *English for Specific Purposes*. London: Modern English Publications. UK.
45. Nunan, D. (1989). *Designing Tasks for the Communication Classroom*. Cambridge. Cambridge University Press. UK.
46. Nuttal, C. (1996). *Teaching Reading Skills in a Foreign Language.(New Edition)* Oxford, Oxford University press. UK.
47. 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*.
48. "Oxford University Press". Oxford Learners' Pocket Dictionary. 3<sup>rd</sup> edition. New York, 2003. Printed in USA.
49. Peacock, M. (1997). The effect of Authentic Materials on the Motivation of EFL Learners. *ELT Journal*, Vol.51, N°2.
50. Richards, J. C. (2001). *Curriculum development in language teaching*. Cambridge: Cambridge University Press. UK.
51. Rings, L. (1986). Authentic Language and Authentic Conversational Texts. *Foreign Language Annals* 19.
52. Rogers, C. V. and F. W. Medley. (1988). Language With a Purpose: Using authentic materials in the foreign language classroom. *Foreign Language Annals* 21.5: 467-478.
53. Russell, D.H. (2013). Reading as Communication. *Childhood Education Journal*. Vol: 27. California University Press. USA.
54. Saussure,D. (1959), *Cours de Linguistics Generale*.

55. Sehgal, G. (2006). *Business communication*. First Edition. New Delhi Press. India.
56. Seligman, J. (2016). *Effective Communication*. Printed by: [www.lulu.com](http://www.lulu.com). South Hampton University. UK.
57. Sen, L. (2009). *Communication Skills*. Second Edition. Printed by Meenakslu. Art Printers, New Delhi. India.
58. Senior, R. (2005) *Authentic Responses to Authentic Materials in English Teaching Professional 38*.
59. Shanahan, D. (1997). Articulating the relationship between language, literature and culture: Toward a new agenda for foreign language teaching and research. *The Modern Language Journal*.
60. Sherman, J. (2003). *Using Authentic Videos in the Language Classroom*. Cambridge University Press.
61. Shrum, J. & Glisan, E. (1994). *Teacher's Handbook: Contextualized language instruction*. Heinle & Heinle. USA.
62. Surbhi, S. (2015). The Difference between Oral Communication and Written Communication. [www.uiw.edu / owc](http://www.uiw.edu/owc).
63. Sweet, H. (1899). *A Practical Study of Languages; a guide for teachers and learners*. Oxford University Press, London, UK.
64. Taylor, D. S. (1985). *Teaching Reading for Comprehension in the Context of English as a Second or Foreign Language*. Retrieved 16 January, 2008 from <http://education.leeds.ac.uk/~dst/inted/read.htm>.
65. Thanajaro, M. (2000). *Using Authentic Materials to Develop Listening Comprehension in the English as a Foreign Language Classroom*. Virginia Polytechnic Institute and State University, Blacksburg, Virginia, USA.

66. Tomlinson, B. (2010). *Materials Development in Language Teaching*. Cambridge language teaching library. Cambridge University Press. UK.
67. Ur, P. 1996. *A Course in Language Teaching: Practice and theory*. Cambridge: Cambridge University Press. UK.
68. Valdeón García, R.A. (1995). A Redefinition of Authentic Material and its Use in the Teaching of English. *Revista Canaria de Estudios Ingleses*. Universidad de La Laguna: Tenerife. Volume nº 30/31.
69. Vilada, C.I.C. (2009). *The Use of Authentic Music Videos for the Development of EFL Pre-service Teachers 'listening Skills' at a Colombian University*. USA.
70. Wallace, C. (1992). *Reading*. Oxford: Oxford University Press. UK.
71. Weyers, J. (1999). The Effect of Authentic Video on Communicative Competence. *The Modern Language Journal*, 83(3).
72. Wilcox, B., Morrison, T., & Oaks, D. (1999). Computer Corpora and Authentic Texts: Toward more effective language teaching. *Reading Research and Instruction*.
73. Wilkins, D. (1976). *National Syllabuses*. Oxford: Oxford University Press. UK.
74. Wood J, T. (1997), *Communication in our Lives*. Eighth Edition. Library of Congress, USA.

# Appendices

## Teachers' questionnaires

Dear teachers,

We are currently conducting an investigation about the role of using authentic material in developing EFL students' communicative proficiency. Your answers will make a great impact on our research findings and we hope that you will devote moments of your precious time to answer these questions. Please, if there are any comments you would like to add, you are welcome.

Would you please, tick in the appropriate box and answer whenever necessary.

Miss. Benini Meymouna

### Section one: Background information

1) Please specify your gender?

Male

Female

2) What degree (s) do you hold?

a) License

b) Magister

c) Doctorate (PhD.)

3) How many years have you been teaching English at the university?

.....

4) Have you ever taught oral expression?

Yes

No

If yes, for how long have you been teaching this module?

2 years  5 years  more

5) Is oral expression your favorite module?

Yes

No

If yes, would you please say the reasons why?

.....

.....

.....

.....

**Section two: The role of using authentic materials in EFL classes.**

1) As a teacher of English at the university level, what are the most common authentic materials that have you used when performing your lectures?

a) Books

b) Magazines

c) Videos

d) Songs

e) Articles

f) Others? .....

2) Do you prefer using authentic materials inside your classes?

Yes

No

If yes, is it because you want to:

a) expose your students to real language

b) motivate the students

c) improve the students' communicative proficiency

If no, is it because of:

a) time consuming

b) their difficulty for the students to comprehend

c) their cultural bias (partial).

3) How often do you provide your students with such materials as sources?

Always

Often

Sometimes

Rarely

Never

4) How do you use them?

.....  
.....

.....  
.....  
5) What should we take into consideration when selecting authentic materials?

- a) Linguistic learners' level
- b) Difficulty of the material
- c) Length of the material
- d) Learners' motivation and interests
- e) The material effectiveness
- f) The course objectives

6) Is the time allocated to the English courses enough to have the opportunity to use authentic materials?

- Yes
- No

7) Is it difficult to find suitable authentic materials to your course objectives?

- Yes
- No

8) From your own experience as a teacher of English, what would the use of authentic materials in the EFL classes add to your students?

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

.....  
.....  
**Section three: Developing EFL students' communicative proficiency.**

1) As a teacher of second year students, how do you evaluate their level of communication?

- a) High
- b) Average
- c) Above average
- d) Low

2) Are they aware about the importance of communication notion?

- Yes
- No

3) What method do you choose when performing your lectures?

- a) Audio lingualism
- b) Communicative language teaching
- c) Grammar translation

4) What are the most important elements that need to be used when teaching communication?

- a) Form
- b) Meaning

c) Both

d) Others

.....  
.....

5) In your opinion as a university teacher, which skill do your students master more?

a) Writing

b) Speaking

c) Neither

Please, justify your answer:

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

6) Would you please, provide us with some suggestions about how to develop the students' communicative proficiency at the level of second year EFL students?

.....  
.....

*Thank you so much for your cooperation.*

## Students' questionnaire

Dear students,

This questionnaire is designed for a dissertation of master degree which aims to investigate “the role of using authentic materials in developing EFL students’ communicative proficiency”. Your precious participation and answers would be of great help to fulfill this research. It is expected from you to give honest and straight answers after a careful reading of the questions bellow.

Thank you for your cooperation, wish you all the best.

Miss, Benini Meymouna.

### Section one: Personal and background information

1) Please specify your gender:

Male

Female

2) please specify your age:

18 – 20

20 – 25

more than 25

3) Your choice of studying English was:

a) a personal choice.

b) imposed by your parents.

c) to have better chance for employment.

d) imposed by the administration.

Others,.....

.....

4) What are your points of strength vis-à-vis the following skills? (you may classify them accordingly)

a) Listening skill

b) Reading skill

c) Writing skill

d) Speaking skill

5) Do you watch English programmes or listen to them outside the classroom?

Yes

No

- If yes, how much do you understand the used language?

a) 25%.

b) 50%.

c) 75%.

d) 100%.

- If no, how do you explain your difficulties to understand it? Is it because of:

a) meaning.

b) rate of speaking.

c) pronunciation.

d) use of specific expressions and vocabulary.

Other reasons, .....

.....

6) How often do you expose yourself to the English language outside the classroom?

Always

Sometimes

Never

**Section two: The role of using authentic materials.**

1) Does your teacher use any authentic materials in his lectures?

Yes

No

• If yes, what are the types of materials does he/ she use?

a) books

b) Videos

c) Articles

d) Magazines

e) Songs

Others, .....

2) Do you prefer using authentic materials while studying English?

Yes

No

3) How often do you use these materials while studying English?

a) Always

b) Sometimes

c) Rarely

d) Never

4) Do you think that using authentic materials (AMs) in oral and written expression sessions will enhance your communicative proficiency?

Yes

No

5) Is the time allocated to using authentic materials in class enough?

Yes  No

6) Do you think that using authentic materials helps you develop your self-confidence?

Yes  No

7) In your opinion, what could using authentic materials add to your learning process?

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

**Section three: Developing students' communicative proficiency.**

1) Do you consider yourself active or passive in the teaching/learning process?

Active  Passive

Justify your answer, please:

.....  
.....

2) What do you think that it is most important in mastering the language to communicate efficiently?

a) Meaning.   
b) Form (make correct sentences).   
c) Both.

3) Which skill do you think that is most important to be a professional communicator?

a) Speaking   
b) Reading

c) Listening

d) Writing

4) Do you prefer to study more hours of oral and written expression inside the classroom to improve your communicative proficiency?

Yes

No

5) What are the difficulties that face you while communicating in English?

a) Pronunciation (stress, intonation...)

b) Lack of vocabulary

c) The structure of sentences.

d) Other (s): .....

6) Which modules do you think that may develop your communicative proficiency?

a) Oral expression.

b) Written expression.

c) Phonetics

d) Grammar.

e) Other (s): .....

7) In the writing process, which difficulties do you encounter most?

a) The correct vocabulary use.

b) The correct spelling.

c) The correct structure of sentence.

d) Coherence.

Other(s):

.....  
.....

8) As a sophomore (a second year university student), how do you evaluate your level in communication?

a) Excellent

b) Good

c) Average

d) Weak

*Thank you for your collaboration.*

## المخلص

إن المهارة التواصلية مطلوبة للنجاح في مجال تعلم اللغة الانجليزية بالنسبة للطلبة. وان تقييم ما حققه الطلبة من تطور في اللغة يكون عموما من خلال مدى مهارتهم في استعمال هذه اللغة. وقد لاحظنا أن هناك عدة صعوبات تواجههم نذكر منها نقص في الرصيد اللغوي. أخطاء في استعمال قواعد اللغة, وكذلك افتقارهم لتكوين نص متناسق ( كتابة و نطقا) من حيث المحتوى. فانه كان سببا مقنعا لجعل أساتذة اللغة الانجليزية يعتمدون على استخدام الوسائل الأصلية لتطوير المهارات التواصلية لطلبتهم. وقد طرحنا فرضية انه في حال تم استخدام الأساتذة لهذه الوسائل بأنواعها أثناء تقديم الدروس, فإنهم سيساهمون بشكل ملحوظ في خلق جو تعليمي تحفيزي و تشجيعهم على خلق طرق مبدعة في تعلم اللغة الانجليزية كلغة أجنبية. ومن هنا انطلقنا في انجاز هذا البحث, المتضمن لجزأين أساسيين: جزء نظري ويتكون من فصلين, حيث تطرقنا في الفصل الأول إلى التأثيرات المختلفة الملاحظة على طلبة اللغة الانجليزية نتيجة استخدام الوسائل الأصلية. في حين قد خصص الفصل الثاني لشرح تطور مهارات طلبة اللغة الانجليزية التواصلية و التحوارية. أما فيما يخص الجزء الثاني من البحث فقد قمنا بتطبيق الجانب النظري في الميدان, وذلك من اجل البحث في حقيقة الفرضية المطروحة سابقا. وقد استعملنا الطريقة النوعية لتحقيق مبتغى البحث وذلك بتطبيق استجوابين, كأداة لجمع البيانات, لكل من أساتذة وطلبة السنة الثانية ال ا م دي لفرع اللغة الانجليزية. وقد أبرزت النتائج و الاستبيانات المتحصل عليها أن لاستعمال الوسائل الأصلية أثناء تدريس اللغة الانجليزية تأثير ملحوظ على مهارة الطلبة في التواصل, والأكثر من هذا فقد لوحظ تطور كبير في رغبة الطلبة في المشاركة في العملية التعليمية.