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The Effective Role of Authentic Material on Developing EFL Students' Speaking Skill

The case of Second Year Students at Biskra University

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DEDICATION

In the name of ALLAH   the Most Gracious the Most Merciful and the most

Compassionate.

I dedicate this modest work: to wonderful and dear parents

Thank you for your support and your endless love.

To my grandmother

To my lovely sisters Leila, Mina, Hakima, Noor, Ilham, Halima, Sadjida.

To my uncle and my cousin,

To all my dearest teachers and students of English

To all my friends with whom I shared the university life with its lights and shadows.

Radia, Sabrina, Farida, Hakima, Linda, and Ruomiasa

To all those who love me

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Abstract

The present dissertation aims at investigating the role of the authentic materials in enhancing speaking skill to second year LMD students of English at Biskra University. The purpose of this study is to improve students' speaking, and help them to enhance their learning process. We hypothesize, that if students learn through authentic materials, their level of achievement in speaking will increase. Besides, authentic materials proved its effectiveness; in other words, according to enormous studies, authentic materials enables the students to speak effectively, communicate appropriately, meaningful speaking, and expand their cultural features as well. To confirm our hypothesis we relied on the descriptive method in order to find the relationship between the dependent and independent variables which are mentioned above. The questionnaire is the data gathering tool of this research. The obtained results are found to be significant since the results of the analysis of eighty (80) students' questionnaire asserted that there is a gap on second-year students of English with authentic material. Also seven (7) teachers of oral expression stated that their learners have a difficulty in speaking mastery. As a result, speaking in the foreign language seems to be an important task for second-year LMD students to do. This leads us to confirm that if teachers are aware of the advantages of the authentic material strategy as stated in the hypothesis, students may have positive attitude towards this materials in which they improve their speaking skill.

List of Abbreviations

CLT: Communicative language teaching

EFL: English as foreign language

FL: Foreign language

LMD: Licence Master Doctorate

OE: Oral expression

L1: First Language

L2: Second Language

Q: Questions

%: Percentage

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General

Introduction

Introduction

English is the most widely used language in the world. Nowadays, more people use English to interact and communicate in order to maintain good communication. People need to master the four skills of English namely listening, speaking, reading, and writing and the language aspects such as pronunciation, grammar, and vocabulary to support their language skills. The speaking skill is a crucial part of foreign language teaching and learning. It is the most important skill to be mastered by the students. Through speaking, we can share our ideas and thoughts with other people. The effort to improve students speaking skill as well as the teachers' ability needs to be enhanced to motivate the students. There are many kinds of strategies in teaching speaking .One of them is by using authentic materials. Authentic materials are print, video, and audio materials students encounter in their daily lives also good for teaching vocabulary, pronunciation and grammar.

In this study; we are going to investigate how authentic materials effect and develop the students' speaking skill and in what ways student's problems within speaking can be overcomed.

1-Statement of the Problem

In Algeria, English is considered as a second foreign language. When learning the latter, there are four skills that must be mastered by learners. Those are listening, speaking, reading and writing. Speaking skills are important for students to be mastered. According to Widdowson (1994), speaking is the active production skill use of oral production. Speaking skill is a crucial part of foreign language teaching and learning. This actually shows the great importance of this skill in foreign language classes. Through speaking, we can share our ideas and thoughts with other people.They encounter a lot of problems at different levels (shyness, anxiety, fear of making mistakes, fear of negative feedback). As a result looking for adopting

remedials will be a priority. There are many ways to improve students' speaking. One of them is to teach English using authentic materials.

Authentic materials are important in learning. They are used to increase learning effectiveness. Authentic materials refer to oral and written language materials used in daily situations by native speakers of the language (Rogers & Medley, 1988). Some examples of authentic materials are newspapers, magazines, and television advertisements. Using authentic materials in EFL classroom can successfully bring about affective learning through providing a harmonious classroom atmosphere, reducing students anxiety and motivating them to learn the target language.

In the present study, we will be talked in the English branch at Biskra university. We are investigate the effects of using authentic materials on students speaking skill and how they work to improve the learners speaking performance and the problems faced learners during speaking tasks.

2-The Aim of the Study

Through the research, speaking is an essential component of learning any language in the world, its significance should be highlighted in the case of learning English as a foreign language, in order to read and speak fluently, write effectively and communicate appropriately. For that, the use of effective strategies for valuable speaking lead to fruitful speaking . My aim in this study is to shed the light on the importance of authentic materials as a very pleasurable learning strategy that provides positive attitude towards speaking in which that large exposure of oral materials in a long duration will certainly improve students' vocabulary stock, grammar, and pronunciation.

At the end of the research, we expect to have a clear and comprehensive view about the importance of authentic materials in enhancing the speaking skill.

3- Research Question

The main questions of this study are:

1/-what are the main speaking difficulties encountering EFL learners?

2/-is teaching the speaking skill by using authentic materials effective to overcome students speaking difficulties?

3/-How can students speaking skill be improved through authentic materials?

4- Research Hypothesis

In this research, we hypothesize the following:

If students learn through authentic materials, their level of achievement in speaking will increase.

5- Significance of the Study

This study was designed to examine if using authentic materials as a supplementary activity promote the performance of students in speaking skill and students can learn more vocabulary and grammar through authentic materials. It would help teachers to see whether authentic materials are an effective tools to make students happily participate in class and motivate students.

To make the students enjoy and relax, the researcher uses authentic materials. The significance of the study is hopefully used for student, teachers and the researcher. Students will be motivated in learning English by using authentic materials and the students will be able to memorize the lesson easily. So, they can master the grammar and vocabulary well.

Teachers of English need creativity in teaching English as their duties to transfer the knowledge to the students.

6-Methodology

In the present research, we try to clarify the role and effectiveness of using authentic materials in teaching English and improvers the learners' speaking skill at the university level. It aims to describe two variables, authentic materials as the independent variables and its role is improving the students speaking skill as the dependent one. The quantitative method suits the study since it permits a close examination and the role of authentic materials to help students enhancing their speaking skill.

6.1- Population and Sampling

It is necessary to select a sample to this academic study to narrow the scope of research by selecting the students of 2nd year LMD at Mohamed Khider University. The target of this sample is to describe and explore the role of authentic materials in class of English foreign learners to develop the speaking skills.

Second year students of English at the university of Biskra represent the research population; we will deal with eighty (80) students as a sample out of the total population which is about (471). Students at that level start to recognize the existence of many psychological barriers which call for remedial techniques.

Teachers of oral expression represent the teachers population; we will deal with the sample of seven (07) teachers of oral expression. They will be selected randomly from the whole population of oral expression teachers about twenty three (23) teachers.

6.2- Data gathering Tools

In order to ensure the validity of the research, we will use one tool, two questionnaires for both learners and teachers. The first questionnaire will be administered to 2nd year students at the English division in order to survey their stand-points towards the influence about the authentic materials and how help this to communicate and improve the speaking skill. The second questionnaire is directed to teachers of oral expression at the English division as they have been exposed to various teaching; in order to examine their views and attitudes about the authentic materials efficiency in enhancing their students speaking.

7.4- Structure of the Study

This current dissertation consists of three chapters; the first two chapters dealt with the literature review and the third chapter is devoted to the field work. It starts with the general introduction which deals with the statement of the problem and the research questions. It includes also the significance of the study, hypothesis and the methodology of the research.

The first chapter deals with the nature of speaking skill and the main challenges that face EFL learners in their learning process besides to the different activities used to teach speaking skill

The second chapter deals with the use of authentic materials which aim to know: the definition of authentic materials, types of authentic materials, the advantages and disadvantages, sources of authentic materials in EFL courses and its importance.

The third chapter is devoted to the investigation of the obtained results we have also dealt with the research tools (questionnaires) and we have described the questionnaires' design, research findings for data analysis being based on the results obtained from both

learners and teachers questionnaire and we have provided some suggestions and recommendations.

Chapter One
Speaking skill

Chapter One: Speaking Skill

Introduction

Teaching English as a foreign language (TEFL) requires learners' exposure to what is called the foreign language skills: reading, speaking, writing and listening. Speaking skill is considered to be one major skill to be developed by EFL learners because it is necessary for displaying the language proficiency.

In this chapter, we will deal with general issues about speaking; definitions of speaking, the nature of oral communication, and the sub-skills. The relationship between speaking and the other skills. Then, we will discuss the reasons of students in ability to speak in English and some techniques for teaching speaking. The roles or the teacher in the process of teaching and assessing speaking are also considered.

1. Definition of Speaking Skill

Second Language Learners (SLL) speech is characterized by a number of errors and mistakes. Therefore, speaking is not a simple skill; its complete mastery requires some experience and practice. Luoma (2004, p.1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a Long time to develop." The skill of speaking is quite different from writing in its typical grammatical, lexical and discourse patterns. Moreover, some of the processing skills needed in speaking differ from the ones involved in reading and writing.

Also, second language speaking differs from first language speaking in terms of the lack of grammar and vocabulary knowledge of learners, i.e., the process of building utterances accurately and retrieving words does not yet become automatic in second language speaking (Thornbury, 2005). Hedge (2000,p.261), defines speaking as "a skill

by which they [people] are judged while first impressions are being formed." That is to say speaking is an important skill which deserves more attention in both first and second language because it reflects people's thoughts and personalities. According to Chaney (1998, p.13), speaking is *"the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context".* In the whole, speaking is to express, every day, occurrence for most of us, and it's usually requires little thoughts, efforts or preparation. Burns & Joyce (1997) and Luoma (2004, p. 2) define speaking as an interactive process of constructing meaning that involves producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, the physical environment, and the purposes for speaking.

1.2. Oral Skills and Interaction

The interactional nature of language was examined by Baygate (1987, p.5-6). He distinguishes between Motor- perceptive skills, which are concerned with correctly using the sounds and structures of the language and interactional skills which involve using motor-perceptive skills for the purpose of communication. Motor-perceptive skills: are developed in the language classroom through activities such as model dialogues pattern practice and oral drills.

1.3. The Importance of Speaking

In the traditional approaches of language learning and teaching, the speaking skill was neglected in many classrooms where the emphasis was mainly on reading and writing. The Grammar-Translation Method (GTM) is one example, Richards and Rodgers (2001) mention that reading and writing are the important skills to be focused on , little or no attention is paid to the skill of speaking and listening.

The importance of speaking is more revealed with the integration of the other language skills. For instance, speaking can help students to develop their vocabulary, pronunciation, grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas; tell stories; inform or explain; request; converse and discuss, i.e. through speaking, we can display the different functions of language. Speaking is very important outside the classroom as well. Baker and Westrup (2003, p.5) support that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion."

2. Listening and Speaking Relationship

Listening should lead naturally into speaking; there is "a natural link between speaking and listening" Brown (2000, p.275). That teacher should pay attention to and not hesitate to incorporate these two skills in the teaching process. In fact; both skills listening and speaking happen to gather the link is so clear in almost all the activities used to teach speaking they both strengthen each other. Redmond and Vrchota (2007:120) "*speakers are at the mercy of listeners.*" Moreover, the listening skill involves a list of processes of perception, interpretation, evaluation, and reaction to the speakers (Ibid.). Therefore, listening will not occur in isolation as well, there must be a speech to listen to. Finally, for communication to occur, both a speaker and a listener must take parts in it through interacting and negotiating verbally. The speaker produces comprehensible output, and the listener pays attention and then tries to process these output effectively.

3. Speaking and Writing Differences

According to Brown (2000, p.303), he pointed out that speaking and writing are different at many levels. First of all, performance. The oral production is ephemeral; it disappears as one finishes speaking.

At the same path Harmer (2005) finds it is important to define some differences between speaking and writing for better understanding of their nature. He claims that because the audience to whom we are writing is not always present and most of the cases are unknown audience. When we write, all the information and the ideas have to be on the page. The reader cannot stop and ask a question to make things clearer. Whereas in speaking, we have the advantage of interacting with "co-participants", whether we know them or not. This is, of course, is highly beneficial because the speaker may modify his speech according to his co-participant reactions. Another important difference between the two productive skills lies in the concept of durability. Writing is more durable. However, when we speak, our words just live to few moments. When we write, our words may live for years or even centuries. For this reason, writing is used to provide a record of events.

There are also similarities between writing and speaking. Lindsay and Knight (2006: 60) state that we speak differently depending on whom we are speaking to and for what reason. Similarly with written language, the type of writing varies depending on whom it is written for and why.

4. Students Challenges in Learning Speaking Skill

EFL students face many difficulties within the classroom during their learning process among them,

4.1 Linguistic Problems

Is the ability to communicate correctly in English is the main goal of any speaker.

4.1.1. Fluency

It's the ability to produce speech without hesitation. According to Hedge (2000:261),

Fluency means responding coherently with the turns of the conversation, linking words and phrases using intelligible pronunciation and appropriate intonation, and doing all this without undue hesitation.

Through here, we can notice that the most difficult challenge in learning English language is speaking fluently following certain features which give the students' speech a sign of being normal and natural with clear logical connection of ideas. In addition, the proficiency to use the items of the conversation coherently without hesitation, and this is the challenge that most of our students cannot rich it. According to Trunbury (1999, p.93) "fluency is a skill, it is the ability to process the language speedily and easily". In fact, most of students misrepresent and confuse their ideas when they attempt to perform their own practice.

4.1.2. Accuracy

Accuracy is the ability to produce grammatically correct sentences and it focuses on the correct use of grammar, pronunciation, and vocabulary and other skills. To achieve accuracy the learner needs to devote some attention to the form i.e. "getting it right". It is often difficult for the learners to focus on the form and meaning at the same time. Moreover, accuracy requires attention and this latter needs time. Researchers suggest that learners are more accurate the more time they have available Trunbury (1993, p.93). Among other difficulties have a relation with pronunciation; the words that are difficult to pronounce are more difficult to learn. Potentially; difficult words will be those that contain sounds which are unfamiliar to some groups of learners Trunbury (2002, p. 27). So intelligible comprehensible pronunciation of speech is important and it's considered as a key to avoid pronunciation errors which frustrate successful communication teaching.

4.2. Psychological Problems

In fact these problems are originated from the great diversity of the learners within the same class and inhibition is one of many psychological problems. The problem of inhibition is related to the students themselves because of fear of making mistakes, this latter will lead to the criticism of their peers, as well as; their teachers and they think that whenever they make mistakes/errors are in their views signs of ignorance. This proves by Ur (1991:121) who claims that "Learners are often inhibited about trying to say things in foreign language in the classroom worried about making mistakes, fearful of criticism, or losing face or simply shy of attention that their speech attracts". We can claim that inhibition is a bridge to the psychology of the students to be shy.

4.3. Cultural Problems

Speaking over laps with other areas which control and determine our structure of the conversation. According to Harmer (2001), speakers from the same cultural back ground know how to speak with each other, and the kind of language they can use. Such cultural habits that are shared by all people determine behaviours in such conversation situation. It also determines how women and men speak to each other, how conversation is framed when the participants are of different social or professional status. This leads to guide our behaviour in number of well recognized speech. Socio cultural rules and habits change overtime but at any a given moment they exist in the public conscious. Through here, we can say that the cultural back ground determines the perspective, personalities, and the conversation style, and attitudes; this leads to find out differences types of students. Such as; talkative one, silent, and others who feel shyness to speak in front of their classmates.

5. Practising the Speaking Skill in Classroom

Practising the speaking skill outside the classroom is the role of listening. Moreover,

in a foreign country the students will hear the spoken language regularly and then without any conscious efforts they will imitate and perform their own utterances on the basis of what they have heard.

SL students in the mother country, need to practise the language regularly inside the classroom through performing different activities. O"Mlley and Pierce (1996: 59) suggests that "different kinds of speaking activities (and consequently assessment task) are appropriate at different levels of proficiency." So, learners should be given sample practice in classroom at all levels to express themselves.

Practice activities may serve the learning and teaching goal of speaking proficiency. Richards and Lockhart (1996) define practice activities as tasks used to perform or learn a particular item or involve the use of a given model. Richards, Platt and Weber (1985: 289) add that "the use of variety of different tasks in language teaching is said to make language teaching more communicative[…]since it provides a purpose for classroom activity" (cited in Lee, 2000:31). Then, tasks are also used to achieve communication beyond that of practising the language itself.

6. Types of Speaking Performances

Brown (2004: 271) describes six categories of speaking skill area. Those six categories are as follows:

a. Imitative

This category includes the ability to practice an intonation and focusing on some particular elements of language form. Moreover, that is just imitating a word, phrase or sentence. The important thing here is focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling, students get opportunity to listen and to orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. Therefore, it usually places students doing the task in pairs, for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greeting and small talk, simple request and comments. This is a category of short replies to teacher or student-initiated questions or comments, giving instructions and directions. Those replies are usually sufficient and meaningful.

d. Transactional (dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The forms of interpersonal speaking performance are interview, role play, discussions, conversations and games.

f. Extensive (monologue)

Teacher gives students extended monologues in the form of oral reports, summaries, story-telling and short speeches. Based on the theory above, it can be concluded that there are some points that should be considered in assessing speaking. However, The students need to know at least the pronunciation, vocabularies, grammar, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

7. Teaching Speaking

Brown (2000:7), states that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand. The aim of teaching speaking skills is communicative efficiency. In addition, learners should be able to make themselves understand, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social rules and cultural rules.

To help students develop communicative efficiency in speaking, teachers can use balanced activities approach that combines language input, structured output, and communicative output. Moreover, language input comes in the form of teacher talk, listening activities, and the language heard and read outside of class. It gives learners the material they need to begin producing language themselves.

8. Problems during Speaking Activities in the Classroom

During the lesson, the teacher should be aware of the problems which occur in the class. The problems which occur may come from the students themselves, or the teacher. There are several problems which occur during speaking activities that influence students' speaking fluency. Lawtie (2004) offers three problems which often occur during speaking class. Those problems are: (1) students do not want to talk or say anything because they are afraid of making mistake and errors or because they are not interested in the topic, (2) when students work in pairs or groups, they just end up chatting in their own language and pronunciation, and (3) when all the students speak together, it will be too noisy and out of hand, and sometimes the teacher loses control of the classroom.

9. Functions of Speaking:

Numerous attempts have been made to classify the functions of speaking in human interaction. Brown and Yule (1983) made a useful distinction between the interactional functions of speaking and the transactional functions. In workshops with teachers and in designing own materials we use an expanded three part version of Brown and Yule's framework: talk as interaction, talk as transaction, talk as performance. Each of these speech activities are quite distinct in terms of form and function.

1-Talk as Interaction

This refers to what we normally mean by "conversation" and describes interaction which serves a primarily social function. When people meet, they exchange greetings, engage in small talk and chit chat, recount recent experiences and so on because they wish to be friendly. Moreover, the focus is more on the speakers and how they wish to present themselves to each other than on the message. Such exchanges may be casual or more formal depending on the circumstances and their nature has been well described by Brown and Yule (1983). The main features of talk as interaction can be summarized as follows:

- Has a primarily social function.
- Reflects role relationships.
- Reflects speaker's identity.
- May be formal or casual.
- Uses conversational conventions.
- Is jointly constructed.

Some of the skills involved in using talk as interaction are:

- Opening and closing conversations.
- Choosing topics.

- Making small-talk.

- Turn-taking.

- Interrupting.

2- Talk as Transaction

This type of talk refers to situations where the focus on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. In addition, in transactions, talk is associated with other activities. For exemple, students may be engaged in activities to explore concepts associated with floating and sinking.

In this function of spoken language students and teachers usually focus on meaning or on talking their way to understanding Jones (1996,p.14). Burns distinguishes between two different types of talk as transaction. One is situation where the focus is on giving and receiving information. The second type of are transactions which focus on obtaining goods or services, such as checking into a hotel. The main features of talk as transaction are:

- It has a primarily information focus.

- The main focus is the message and not the participants.

- There may be negotiation and digression.

- Linguistic accuracy is not always important.

Some of the skills involved in using talk for transactions are:

- Explaining a need or intention.

- Describing something.

- Asking questioning.

- Making suggestions.

- Clarifying understanding.

- Making comparisons.

3- Talk as Performance

The third type of talk which can usefully be distinguished has been called talk as performance. Moreover, this refers to public talk, that is, talk which transmits information before an audience such as morning and evening talks, public announcements, and speeches.

Spoken texts of this function according to Jones (1996:14), often have identify generic structures and the language used is more predictable because of less contextual support and the speaker must include all necessary information in the text.

Talk as performance tends to be in the form of monolog, often follows as recognizable format and is closer to written language them conversational language. The main features of talk as performance are:

- There is a focus on both message and audience.

- It reflects organization and sequencing.

- Form and accuracy is important.

- Language is more like written language.

Some of the skills involved in using talk as performance are:

- Using an appropriate format.

- Using correct pronunciation and grammar.

- Using appropriate vocabulary.

- Using appropriate opening and closing.

10. What Makes Speaking Difficult

Learning how to speak is very difficult for second language learners. Brown (2000:270-271), identified some problems that May students face in their learning process:

10.1. Clustering

According to Brown the fluent speech is phrasal not word by word, students tends to divide their speech into words phrases; for that reason teachers have to help their students to produce fluent speech.

10.2. Redundancy

The spoken language is redundant which means that it is possible for the learners to repeat, rephrase, and use these expressions such as; "I mean" or "you know" from time to time during their oral performance in order to make their meaning understood (ibid).

10.3. Reduced Forms

The spoken language has several reduced forms; it might be phonological, morphological, and syntactic. Therefore, such reductions might be hard for students who have been studying "full forms" of the language.

10.4. Performing Variable

Second language learners are subject to hesitation, false starts, correction, and teachers should help their students to think at the same time of their oral performance using (uh, um...etc.).

10.5. Colloquial Language

It is very difficult for students to get used to the colloquial language (idioms, slang, and cultural knowledge.) the role of the teachers is to get his students communicate using these forms (Brown).

10.6. Rate of Delivery

Another problem which may face second language learners is to communicate fluently using the target language, here, the teacher have to speak the language rapidly and fluently

10.7. Stress and Rhythm and Intonation

These are characteristics of English pronunciation and they are considered to be very important thing to convey meaningful speech.

10.8. Interaction

Interaction helps the student to develop their language when they are negotiating meaning. (Giving feedback, asking for explanation) they learn new words and structures.

11. Characteristics of Speaking Performance

In recent teaching context, a lot of attention has been paid to design activities which focus more on tasks that are balanced between the need to achieve fluency and accuracy. These criteria are also based upon in the assessment of the oral skills. Moreover, in the communicative approach, fluency and accuracy are of the main characteristics of this approach, and they are seen as complementary in accomplishing a given task. Although Richards and Rodgers (2001:157), mention that "fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context", and this is an obvious point since the emphasis of CLT is on the communicative process between learners or teachers-learners, rather than mastery of the language forms.

Many questions have been raised about the role of accuracy in Communicative Language Teaching CLT approach. Hedge (2000: 61), makes the important point that "The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary." Learners should develop a communicative competence through classroom practice; however, simultaneously they should know how the language system works in a correct and appropriate way.

11.1. Fluency

The main goal teachers wish to achieve in teaching the productive skill of speaking is oral fluency; it is the main characteristics of the speaker performance. Hughes (2002) defines fluency as the ability to express oneself in an intelligible, reasonable and accurate way without too much he sitation, otherwise the communication will break down because listeners will lose their interest.

However, to achieve this goal, the teachers should train learners to use their personal language freely to express their own ideas and then avoid imitations of a model of some kind. Hedge Tricia (2000: 54), suggest also that "The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate showness, or undue hesitation." It is the ability to respond in a coherent way through linking the words and phrases effectively, pronounce the sounds clearly, and using stress. Hughes (2002) supports also that fluency and coherence refer to the ability to speak in a normal level of continuity, and effort in addition to link the ideas together in a coherent way.

Many of second language speakers think of fluency as the ability to speak fast, that is why they start speaking rapidly. Thornbury (2005), argues that speed is an important factor in fluency and pausing too, because speakers need to take breath. In addition, native speakers need to pause from time to time in order to let the interlocutors catch what they said. However, a frequent pausing is an indication that the speaker has problems of speaking. In such cases Thornbury suggests what is called „tricks" or production strategies, i.e. the ability to fill the pauses. The most common pause fillers are "uh" and "um", vagueness expressions such as "short of" and "I mean". Another device for filling the pauses is the repetition of one word when there is a pause.

11.2. Accuracy

Nowadays, most second language teachers emphasized the term of accuracy in their teaching because learners seek more to be fluent and they forget about being accurate. Without structuring accurate speech, speakers will not be understood and their interlocutors will lose interest if they perform incorrect utterances each time. Therefore, paying attention to correctness and completeness of language form is of more importance for oral proficiency. (Skehan1996:23 cited in Ellis and Barkhuizen2005: 139), define accuracy as referring *"to how well the target language is produced in relation to the rule system of the target language."* Moreover, learners should focus on a number of things in their production of the spoken language, the grammatical structure, vocabulary and, pronunciation.

11.2.1. Grammar

According To (Ielts,2001:15 Cited In Hughes 2002), suggest that the grammatical accuracy refers to the range and the appropriate use of the learners' grammatical structure that involves the length and the complexity of the utterances. In addition to the ability to use the subordinating clauses. The grammar of speech differs of that of writing. Thornbury (2005), lists the following features of spoken grammar:

- Clause is the basic unit of construction.

- Clauses are usually added (co-ordinate).

- Head+ body+ tail construction.

- Direct speech favored.

- A lot of ellipsis.

- Many question tags.

- Performance effects (hesitation, repeats, false starts, incompletion,

syntactic blends).

11.2.2. Vocabulary

Accuracy in terms of vocabulary achieving, refers to the appropriate selection of words during speaking. However, Students often find difficulties when they try to express what they want to say, they lack the appropriate vocabulary, and they use words incorrectly like in the case of synonyms which do not carry the same meaning in all contexts. Students then, have to be able to use words and expressions accurately. According to Harmer (2001) the knowledge of the word classes also allows speakers to perform well formed utterances.

11.2.3. Pronunciation

English language has been long considered by either native speakers or non- native speakers as a difficult language because of its pronunciation. Furthermore, learners, then who want to develop their speaking skill in English should practise pronunciation well. They should be aware of the different sounds and their features and where they are made in one's mouth; they have also to be aware of where the words should de stressed, when to use raising intonation and when to use a falling one. All these issues give them extra information about how to speak English effectively and help to achieve the goal of a better understanding of spoken English. Redmond and Vrchota (2007: 104), argue that *"It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood."*

However, if the pronunciation is not correct, the speakers then will not be understood and the accuracy is not achieved.

12. Oral Communicative Strategies

Learning a second language in classrooms aims that should be the acquisition of the oral communicative competence, i.e. The ability to speak appropriately. However,

learners may find difficulties in taking parts in interactions. So, the best way to overcome these problems of communication is through using communicative strategies. Ellis and Barkhuizen (2005:170-71) define communicative strategies as "Speakers-oriented; that is they are used by learners to compensate for lack of L2 knowledge or their inability to access the L2 knowledge they have." These strategies help learners to avoid the breakdown of the oral communication. Hughes (2002), also defines this term as the ability of the learners to manipulate a conversation and negotiate interaction in an effective way. In addition, such strategies are particularly important where there are problems of expression and communication.

Also Bygate (1987) classifies two main types of communicative strategies. First, achievement strategies which include: guessing strategies, paraphrase strategies and cooperative strategies. Second, reduction strategies which involve avoidance strategies.

12.1. Achievement Strategies

Learners use such strategies to compensate for language gap by using a substitute; they try to find a way to convey their messages without losing or changing it. Achievement strategies involve the following sub strategies.

12.1.1. Paraphrase Strategies

This mainly involves looking for an alternative to the word or the expression that the speaker needs in the target language. Bygate might use a synonym or a more general word; this is called a lexical substitution strategy. In addition, the speaker can explain a concept or a word by making some phrases to express his meaning, this is also called circumlocution. For example, a mixing of beige and brown: light brown.

12.1.2. Co-operative Strategies

These are used when the speaker gets help from the other interlocutors. He may ask for the word through using it in the mother tongue and the interlocutors help him to find it in the target language, and through indicating the object that he means.

12.2. Reduction Strategies

Learners reduce their communicative objectives through giving up the topic or abandoning a specific message.

12.2.1. Avoidance Strategies

The learners often use such strategies to avoid various kinds of trouble they can have. They may want to avoid some particular sound sequence, for example, „the" in English. Therefore, some learners wish to avoid the conditional in English, and others like to avoid words whose gender is unknown or unsure for them. In using this kind of strategies, the learners may sacrifice part of their intended meaning. Finally, students may avoid some difficulties in expressing opinions too, because of the lack of vocabulary, so, they avoid some of the message content and look for something else to talk about or simply they keep silent.

Conclusion

Overall, we have attempted through this chapter to shed some light on the speaking skill. As a productive skill, speaking is a very important process that helps to evaluate students' proficiency in the foreign language. Teachers have to follow certain aspects to teach speaking for the students, since it is the skill through which people evaluate your level in the English language. Oral expression course is an important module because it aims to provide for the students the best space to practice and develop their speaking abilities. In fact, the students have to participate and speak as well to achieve high level of proficiency in oral skill. However, many EFL students do not participate because of

the above discussion problems that we have discussed with more detail in this chapter such as linguistic barriers, psychological barriers, and others.

Chapter Two
Authentic

Material

Chapter Two: Authentic Materials

Introduction

The use of authentic materials in an EFL classroom is what many teachers in foreign language teaching have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes. Generally, what this means is that authentic materials involve the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where Standard English is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc.

In this chapter, we will deal with general issues about definition of authentic materials, the types of authentic materials, and the learner's difficulties. Then, we will discuss the categories of authentic materials.

1. Definition of Authentic Materials

The term authentic is originally used to identify any real or natural communication contexts. As Kramsch (1993: 177), points out that authentic refers to everyday language used, it is not intended to academic purposes. The term of authentic materials or authentic texts refers to any 'written or spoken texts' which are commonly not intended to language teaching (Tomlinson, 1998). Similarly, Wallace (1992: 145) defines authentic texts as 'real-life text, not written for pedagogic purposes'. Therefore, these materials are likely not provided for teaching English especially to non-native speakers. They are initially not proposed to foreign learners (Porter and Roberts,1981:37: Harmer,2002 :205).

Similarly American Institutes for Research (2007) define authentic materials as print, video, and audio materials, students encounter in their daily lives. In addition, such changes of address forms, job applications, menus, voice mail messages, radio, programmes, and video. Furthermore; authentic materials are not created specifically to

be in the classroom, but they make perfect learning tools for students precisely because they are authentic. They divided authentic materials into print (web sites, newspaper, magazines, TV guide), and auditory (radio, broad cast, video , movies). It is important to use materials in authentic ways not in traditional school based ways. The purpose or function of authentic materials often will determine how teachers use them.

2. Types of Authentic Materials

Teaching materials are a very essential part of teaching and learning a foreign language. The resources for teaching materials are available for everybody. The internet is regarded as a very important and rich source for authentic materials Genhard (1996). He classified authentic materials into three categories as follows:

1. Authentic listening materials, such as radio news, cartoons, songs, games, etc.

2. Authentic visual materials, such as street signs, magazines and newspapers pictures, post cards, TV guide, etc.

3. Authentic printed materials, such as sports reports, newspapers, restaurant menus, train tickets, etc.

Authentic materials can be classified in audio, visual, and printed materials. Audio materials involve those that learners can listen to. These can be grouped into three. First is television programming including commercials, quiz shows, interactive talk shows, cartoons, news, and weather forecast reports. The second group is radio programming including interviews, and radio advertisements. The third group involves taped conversations, including one-sided telephone conversations, meetings, short stories, poems and novels (ibid).

On the other hand, visual materials are those that the learners can see. These include photographs, paintings and drawings, wordless road signs, pictures from magazines, and wordless picture books. However, functional texts that can illustrated by these materials

include road signs, notices, directions, instructions, warnings, descriptions, expository texts, and time tables Genhard (1996).

The third type of authentic materials comprises the printed materials. These include newspapers (articles, movie reviews, advertisements, sports reports, TV guides, recipes, directions, notices etc.), restaurant menus, directories, minutes of a meeting, memoranda, diaries, tourist information brochures and travel guides, greeting cards, letters, billboards, posters, bus schedules, and forms (medical history forms, application forms, tax forms, etc.). Production of such functional texts as newspaper articles, menus, directories, obituaries, bus schedules, and travel guides can be facilitated by the printed materials listed here Genhard (1996).

3. Advantages of Using Authentic Materials

Using authentic material in the classroom, even when it's not done in an authentic situation, it have many advantages. Some of them are:

• Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language.

• Authentic materials have a positive effect on learner motivation.

• "Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities" (Sanderson, 1999).

• "Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages ,etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)" (Martinez, 2002).

• Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.

Therefore, for an effective and practical use, it is useful to deal with real language for many reasons, as stated in Undrwood (1989)

"Authentic materials allow the students to hear as much more real act of communication with all the interactional features which are not normally found in scripted materials. it gives them a true representation of real spontaneous s speech with its hesitation, false, starts and mistakes, which will make them more able to cope with „real life‟ speech when they meet it outside the learning situation".(p. 100)

It means that, by authentic material students can acquire the foreign language as it is within native speakers. Moreover, Glisan (1994 cited in Seguni 2009, p.43) claims that, "students process information in meaningful ways, take responsibility for their own learning, and become independent learners." in other words, authentic materials are the good method and technique that can involve opportunities for learners to think about the real language and the responsibility to use those materials by their own opportunity.

4. Disadvantages of Using Authentic Materials

According to Hedge (2000), the difficulties of authentic materials lie in the speed of speech delivery, varying accent and background noise as shown.

In addition, Martinez (2000:6), stated that authentic materials difficulties as:

- Their difficulty represents the culture gap.

- The vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not the needs of students.

- Too many structures are mixed; it is so difficult for the students beginners.

The disadvantages mentioned by several researchers are:

• Authentic materials may be culturally biased, so unnecessarily difficult to be understood outside the language community.

• Too many structures are mixed so lower levels have a hard time decoding the texts.

• Special preparation is necessary which can be time consuming.

5. Learner's Difficulties with Authentic Materials.

a- Psychological Problems:

In fact these problems are originated from the diversity of the learners within the Same class and inhibition is one among other psychological problems. Inhibition is related to the Students themselves because of Shyness and fear of making mistakes and errors. This latter will lead to the criticism of the Students' peers as well as their teachers. This was proved by UR (1991.p,121). According to Little Wood (1981:93) the developmental process inside the learners, a crucial factors in helping or hindering them is the learner's psychological state. He clearly States :"it is all too easy for a foreign language classroom to create inhibition and anxiety … they react only in response to immediate Stimuli or instruction from the teacher or tope, etc ". The non-motivating atmosphere, the lack of self-esteem and self-confidence have a great role in controlling the Students attitudes.

b- Accuracy

Researcher show that the words that are difficult to pronounce are difficult to learn. Potentially difficult words will be those that contain Sounds which are unfamiliar to some group of learners (Ibid, p. 27). In addition, if the linguistics Security is available, this would lead to master the language naturally.

c- Fluency

Hedge (2000:54), claims that: The term fluency is related to the production and it is normally reserved for Speech. Therefore, it is the ability to link units of speech to gather

with facility and without Strain or inappropriate slowness, or under hesitation.

UR provides a Scale to test the Speech orally, but when applying these rules, there are problems at the level of accuracy and fluency (1991,p.153).

6. Sources of Authentic Materials in EFL Courses

In today's globalized world, the most commonly sources used are newspaper, TV programs, magazines, the internet, movies, songs, brochures, comics and literature….So we move in detail to see some sources of authentic materials and their impact on teaching foreign language.

6.1. Literature

According to Mishan (2005:97), suggest that as the definition of literature is "writing that are valued for their beauty of form, specially novels and poetry and plays etc." According to him the use of literature in language learning vied in the context of increasing attitudes and approaches to the study of literature in the native speakers community. Moreover, the literature is an authentic material which has advantages in learning foreign language.

Mishan (2005:100), argues that literature can be used with all students "levels, to links cultures and to enhance students" knowledge of the target language and its culture. In using any kind of literature text, the focus should be on teaching language not literature.

6.2. The Broadcast Media

As a tool for language teaching media, printed or broadcast ones; have always been used to facilitate the task of language learning. In addition, it is consisted many genres in commons in Mishan (2005:132) that, "the broadcast media offer the most diversified set of genres."

a. Television

According to Oxford learner's pocket Dictionary, Television is "pies of electrical equipment with a screen on which you can watch movies and sounds."

Lee and Winzenried (2009:61), claims that "Television was seen in industry, government and tertiary education as being able to provide the desired expert instruction." In other words as related in Mishan (2005), that teacher need to be aware that using television for language learning create a medium when learner probably the most familiar, so be aware about the formulas of such programs, the sort of topics to expect and the language register. It means that, television as an authentic source providing foreign language learners with target language and developing such skills. In addition, television as a universal medium relates learner with the target culture language as it is in host community, it enables them to see their traditions and relations with each other. (p.135)

b. Radio

Mishan (2005:138) claims that, using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with foreign language culture.

In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide the outside world into the classroom.

6.3. Newspaper

According to Mishan (2005:154) "newspaper are the most easily available and accessible of the news media-anyone, anywhere can buy a newspaper and they are less ethereal than their broadcast counterparts."

He stated, "Newspaper is probably the best single source of information about the contemporary culture of country." It means that learner will be able to identify the

English language culture from newspaper color, size, headlines, text, and photographs. Therefore, with newspaper, they can feel personal involvement with events that happen target language. (p.161)

Mishan argued of that, newspapers in classroom can be a product of motivation When students are encouraged to acquire the linguistic complexities of this language in this product.

Therefore, newspaper is an authentic materials, its use in learning make the learner more focus and closer with the language in context. It provides them with strategies to deal with difficult text.

6.4. Songs

Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, every where. This helps them to learn new authentic language expressions while entertaining themselves. In order to this relation of songs and music to L1, it developed in L2 learning "that's why of all the products of TC, music and song are consistently well represented in the language classroom." Mishan(2005:196)

All teachers around the world try to provide some authenticity in their classes and they look for the songs as one which makes learners practice pronunciations as it is in real language and improved their listening skill.

Morales (2007cited in Vilada 2009, p. 17) suggests that evidently, music Provides meaningful content for EFL learners to learn many aspects of the target language in regards to language usage in a real context. In other words, Tourki (2013) stated that, students would potentially internalize the elements of culture presented in the song as well as they enjoy with song lyrics that has combined with a melody. At the same Mishan (2005:200) stated that, "A widespread attitude in language teaching is to Treat

TL songs merely as authentic example of grammar structure." In other words, as Tourki (2013) claims that, songs give an excellent authentic example of grammar in action that is to enable learners to use sentence structure. It means that, Music and songs have a closer appeal to our language acquisition device (LAD) than spoken language. In other words, songs can be helpful for comprehension, where students concentrate their lyrics.

6.5. Films

According to Mishan (ibid:223) films is "the one that is designed to appeal most directly and fully to our emotions and it is also the one most clearly entrenched in learners" minds as a medium of entertainment." It means that any teacher who has used the film in class he enhances students learning. Films as an authentic source have advantages on learning, as viewed in Tourki (2013) that, "historical films may be used in classroom to give students a glimpse of what was ones the reality of the target language culture."

Film can be enhancing students listening skill, by seeing the linguistic features of language as it is in context. As they can see, the film characters that make them feel by the nature of language as it in real world.(p. 223)

Films provide learners with familiarity information taken about the native speakers culture, where this cultural information taken from the implicit-values and ideals, to the explicit- so students see how people speak, move, behave…

7. Categories of Authentic Materials

We need to classify authentic materials before introducing them in language teaching and According to their suit ability in teaching some skills rather than anothers. According to Gebhard (1966 cited in Lingzhu &Yuanyuan, p. 3), authentic materials are classified into three categories:

7.1. Authentic Visual Materials

It refers to the materials such as, slides, photograph, painting, picture from magazine…, they play an important role in the teaching process as they provides learners with opportunities to use language in interesting situation and they can help them to communicate their ideas.

7.2. Authentic Printed Materials

It means that any materials in written form such as newspaper articles, movies advertisement, maps, comic book, lyrics to songs. According to Jacobson, Degener, and Gates (2003, p. 01) argued that, "preened materials used in ways that they would be used in the lives of learners outside of their adult education classes."

7.3. Authentic Listening- Viewing Materials

All those materials that help or enable the learners to see and hear the English language and how it has been produced from own users in real context. Such as, TV commercials, quiz shows, cartoons, new clips, movies, professionally audiotaped short stories and novels, radio ads, songs and sales pitches. Therefore, the present author thinks the appropriate definition should be that authentic listening materials are real, natural and spontaneous spoken language materials. And that is represents the source of authenticity in classrooms to enhance learners listening skill.

8. Authentic Via Non- Authentic Materials

This is a comparison made by some teachers. It is between a recording of natural speech among native speakers and recording made for English language learners..

Authentic language	Non-authentic language
Variation in the speed of delivery often fast	Slaw space with little variation
Natural intonation	Exaggerated intonation pattern
Natural features of connected speeches: Elisions	Carefully articulate pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the Topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restricting in longer more complex Sentences	Grammatically correct sentence
Speakers interrupt or speak at the same time	Speakers take carful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Table 1.1: The Difference between Authentic and non- authentic materials (In Hedge.2000, p. 42)

In the above table shows many features which distinguish authentic from non-authentic materials. As far as language is concerned, authentic materials provide a close

relation with the target language since they introduce all the natural features of the language which enable the learners to access all those features as it is in real language such as pronunciation, intonation, incomplete structures of expressing meaning from its different types.

8. The Role of Teacher

As Spelleri (2000 as cited in Segueni 2009, p. 47), He thinks that, the teacher should perform the following roles:

❖ **Filter**: Teachers present the language in suit ways, to meet learners" level, needs, and

      Interest.

❖ **A culture guide**: teachers should provide their classrooms as well as, learners with

      all Information of culture that is available in authentic materials.

❖ **An objective chairperson**: In many cases, the use of authentic material involves Some discussion in some topics; here the teacher should be leader listener.

Generally, the good selection of teaching foreign language authentic materials enables teacher to create appropriately activities that meet the needs of their learners, and motivate them for high access.

Conclusion

Many researchers have conducted studies about the authentic materials. They support the use of authentic material and do have different views, but they have in common one idea: "exposure", exposure to "real language and real life", in other words, the benefit students get from being exposed to the language in authentic materials. The authentic materials should be used in accordance with the students' level of knowledge and the students should be helped by their teachers to overcome the difficulties they encounter.

Chapter Three
Field Work

Chapter Three: Field Work

Introduction

This study is conducted to investigate the development of students' speaking skill Through the use of authentic materials. To carry out this present research, two questionnaires were administered for the teachers and students at the English division, University of Biskra to collect data and examine the hypothesis, if teachers use authentic materials, this will enhance students speaking skill. As a first step we are going to introduce the population of the research. Second we are going to describe analyze and interpret the questionnaire results, and finally to present our research findings about the effectiveness of authentic materials on EFL classes to develop their speaking skill.

1. Population

1. 1. The Students

Second year students of English at the University of Biskra are the whole population. We dealt with (81) students chosen randomly out of the total population about (471). The reason behind choosing second year students is that they are more motivated to speak and to use the language that they are learning. For that; teachers should choose the best method to teach them and help the students to improve their oral performance.

1.2. The Teachers

Teachers at the University of Biskra, Division of English are the total population. We will deal with the sample of seven (7) teachers. They will be selected randomly from the whole population. All the participants are teachers of oral expression to collect different views about authentic materials and if they considered it as a helpful method to develop students speaking skill.

2. Description of the Questionnaires

The questionnaire was distributed to eighty (80) students of second year LMD during a class session under their teachers' control, several questions were divided between "yes, No" questions and opens ones. Our questionnaire is divided into three sections that are:

Section one; in this section we have questions which seek general information. Section two is about EFL learners speaking skill. The third section is about the use of authentic materials. The result of these questionnaires will help teachers to use the authentic materials as an affective teaching method to enhance students' speaking skill.

2.1 Students' Questionnaire

The students' questionnaire is composed of (21) questions and it consists of three (03) section. The first part deals with the back ground information of the students. The second part deals with the EFL learners' speaking skill. The third section is about the use of authentic materials.

2.2 Teachers' Questionnaire

The teachers' questionnaire is composed of (20) questions and it consists of three (03) sections. The first section is devoted to the back ground information of the teachers; the second section is devoted to the EFL learners' speaking skill. The third section is about the teachers' role when using authentic materials.

3. Administration of the Questionnaires

3.1. The students

As we have mentioned before, (81) students were selected randomly for our study since it's difficult to work with the whole population. The students were given some explanation and instruction before they complete the questionnaire and it took the students more than 17 minutes to complete the questionnaire.

3.2. The teachers

Teachers' questionnaire was administered to seven (7) teachers of oral expression, some of them have taught oral expression and others still teach it. And it took more than 5 days to hand the questionnaire back.

The analysis of students' questionnaire:

Section one: General information

Q 1: gender

Gender	Male	Female	Total
N	27	54	81
Percentage	33.33%	66.66%	100%

Table.3.1: Students' gender
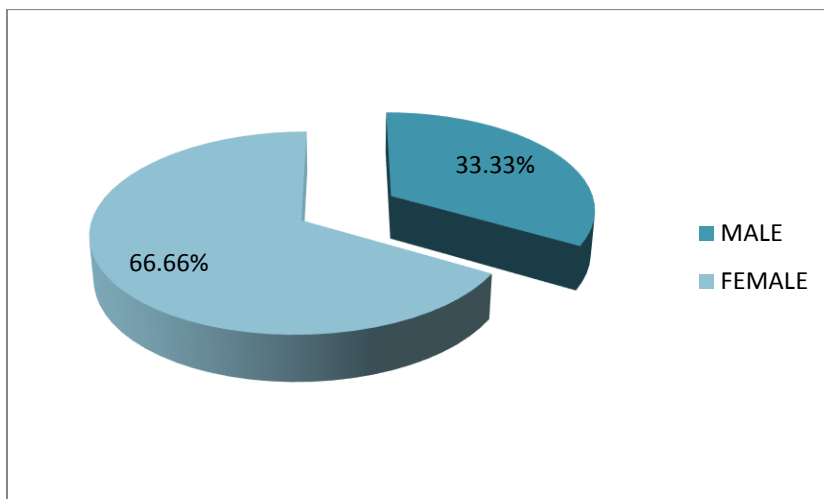
Figure.3.1: students' gender

The table 01 shows that the majority of students are females, which resembles 66% from the total sample and the rest are males that represent 33%.

Q2: was English your first choice?

Option	Yes	No	No answer	Total
N	60	18	3	81
Percentage	74.07%	22.22%	3.70%	100%

Table.3.2: Students' choice of English branch
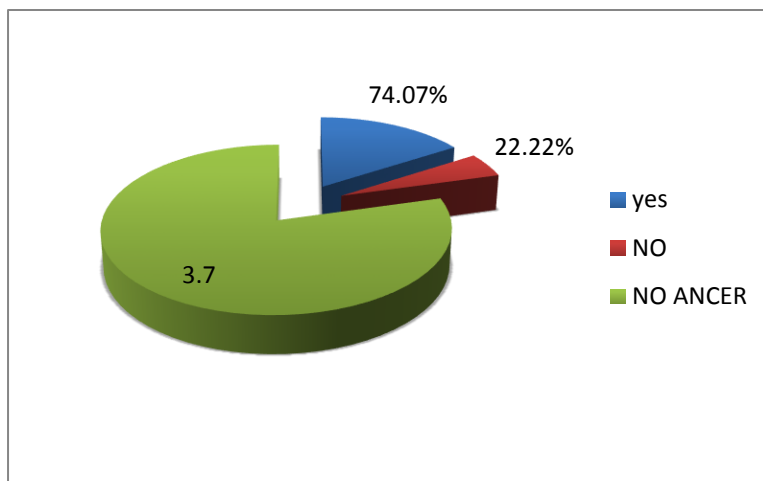
Figure.3.2: Students' choice of English branch

From the table , we notice that the most student (74%) study the English language as a branch at university is their personal willingness, and only (22%) students whom their choice of English imposed on them.

The students who choose the English branch they justified their answers that they love English language and they can understand it easily more than other languages, however the students' whom their choices are imposed on them, they did not choose English by themselves but their parents have urged them to do so or their baccalaureate average does not allow them to study the field they want.

Q3: how do you evaluate your level in English?

Option	Very good	Good	Average	Poor	Total
N	5	12	60	4	81
Percentage	6.17%	14.81%	74.07%	4.93%	100%

Table.3.3: Students' level in speaking
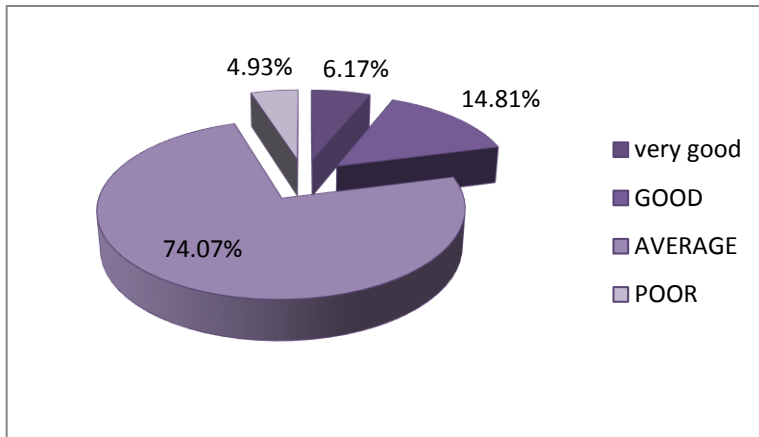
Figure.3.3: Students' level in speaking

The participants describe their level in speaking as the following; Most of them (74%) have the average in speaking, (14%) of them are good speakers, and (6%) are very good speakers , and the rest just (4%) they have poor in speaking.

Section two: EFL learners speaking skill.

Q4: Do you think that speaking English well is:

Option	Little bit easy	An easy task	A difficult task	Little bit difficult	Total
N	12	4	10	55	81
Percentage	14.81%	4.93%	12.34%	67.90%	100%

Table.3.4: Students' Opinions in the Amount of Difficulty or Easiness of Speaking
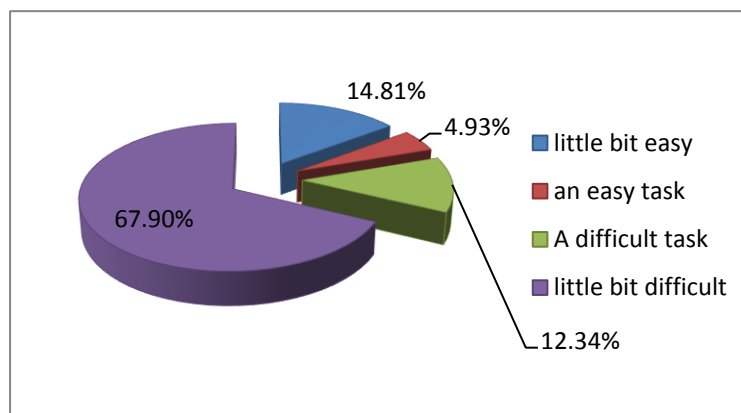
Figure.3.4: Students' Opinions in the Amount of Difficulty or Easiness of

Speaking

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67% of the students think that speaking the foreign language is a little bit difficult, and more than 14% think that it is little bit easy. Therefore, we think that most of the students who answer this way are those students who studied letters and foreign languages and letters and human sciences. However, 12% of the students answer that is difficult task. The students were in scientific stream in the secondary school and were not much concerned with foreign languages or did not choose studying English by themselves.

Q5: Do you think that in teaching speaking, the teacher should:

Option	Speakmore than the students A	Speak only when the students need his help B	Encourage the students to interact with each other C	Total
N	6	10	65	81
Percentage	7.40%	12.34%	80.24%	100%

Table.3.5: Students' Opinions towards the amount of Teacher's talk in the Classroom
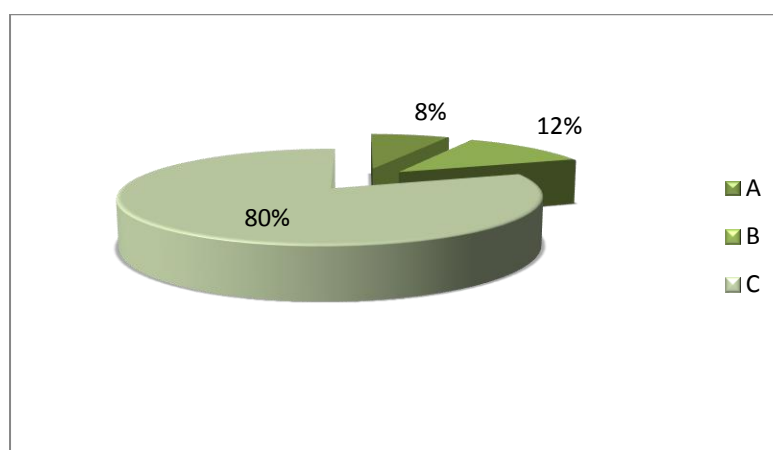
Figure.3.5: Students' Opinions towards the Amount of Teacher's talk in the Classroom

We notice that 80% of the students believe that the teacher should encourage his students to interact with each other. Just 7% of the students believe that the teacher should speak more than the students; this could be due to their belief that other students will laugh at them when they speak.

Q6: How often do you speak English in the classroom?

Option	Never	Rarely	Sometimes	Often	Total
N	0	8	60	13	81
Percentage	0%	9.87%	74.07%	16.04%	100%

Table.3.6: The amount of students' time participation in the classroom
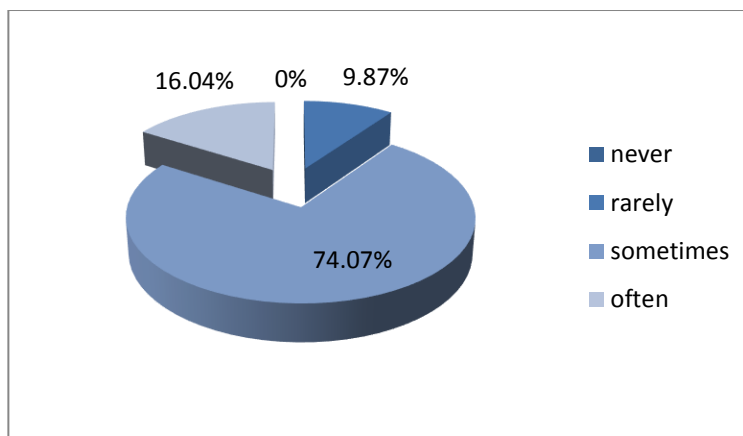
Figure.3.6: The amount of students' time participation in the classroom

We notice that 74% of the students sometimes speak English in the classroom, and this is the Normal situation especially in large classes. Just 16% of the students often speak in the classroom.

Q7: If rarely, do you think that this is due to:

Option	Lack of motivation	teacher's method	Personality trait	Total
N	0	0	81	81
Percentage	0%	0%	100%	100%

Table.3.7: Reasons for Speaking Rarely in the Classroom
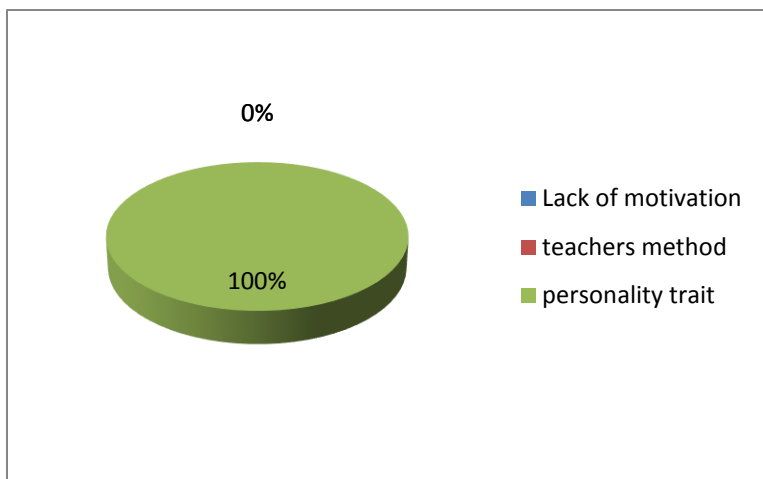
Figure3.7: Reasons for Speaking Rarely in the Classroom

100% of the students declare that they rarely participate in the classroom. As we notice in the table, these students mention that it is because of their personality trait. Hence, we can say that these are shy students who believe that the teacher should talk more than the students.

Q8: Do you think that the time allotted to the oral expression course is sufficient?

Option	Yes	No	Total
N	30	51	81
Percentage	37.03%	62.96%	100%

Table.3.8: Time allotted the oral expression.
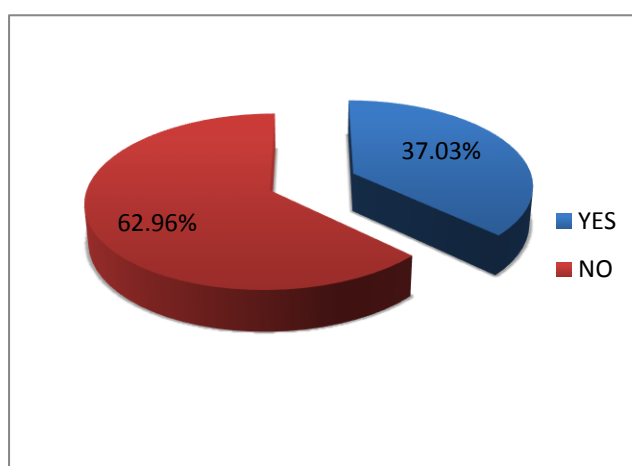
Figure.3.8: Time allotted to the oral expression.

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The majority of participant (62%) agree how that the time of oral expression is not enough whereas the other (37%) they view one and half is enough. Many students suggest to add another sessions in a week as three section per week instead and the course should include more than one activity and more practice to their speaking skill.

Q9: what are the main speaking difficulties you encounter?

Option	Pronunciation difficulties A	Lack of vocabulary and structure B	Lack of practice C	First language inference(the use of mother tongue) D	All of these E	Total
N	14	30	25	4	8	81
Percentage	17.28%	37.03%	30.86%	4.93%	9.87%	100%

Table.3.9: Students' speaking difficulties.
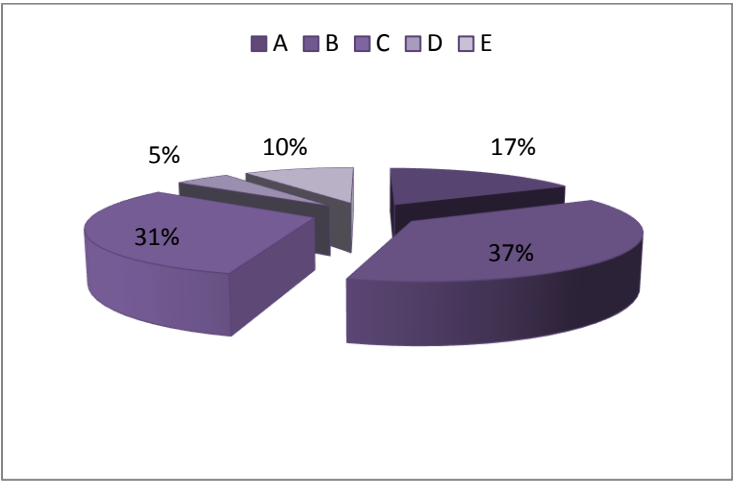
Figure.3.9: Diagram representing students' speaking difficulties.

The collected answers reveal that majority of the students 37% claim that the common areas of difficulties are in lack of vocabulary and structure while other teachers devote pronunciation this represents 17% probably because many students do not practice the language very well which it is representing 30%. In addition, to

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generating ideas and re-expressing them fluently also the lack of self-confidence as well as anxiety and fear of making mistakes.

Section Three: The use of authentic materials

Q10: How important Authentic Materials in EFL learning?

Option	Not important	Fairly important	Important	Very important	Total
N	0	10	51	20	81
Percentage	0%	12.34%	62.96%	24.69%	100%

Table.3.10: The Importance of Authentic Material in EFL Learning
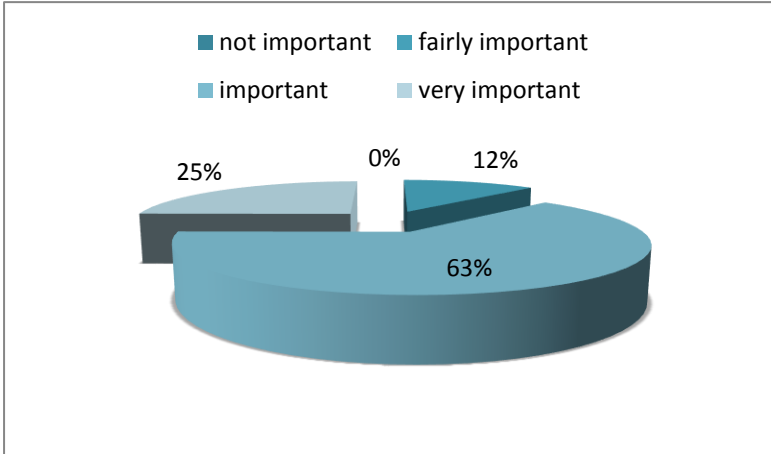
Figure.3.10: The Importance of Authentic Material in EFL Learning

The results show that Authentic Materials are important in EFL learning this represents 62% of the whole sample, while 24% of the students consider Authentic Materials in EFL Learning are very important priority because it offers a free practice of the real language. However, 12% of them consider agree that Authentic Material to be at "fairly important" level. What is remarkable is that none of the students agree that Authentic Materials are not important.

Q11: What are the most useful materials in your classroom?

Option	Audio- visual	Audio Tapes	Visual Aids	Total
N	10	49	22	81
Percentage	12.34%	60.49%	27.16%	100%

Table.3.11: The types of teaching aids
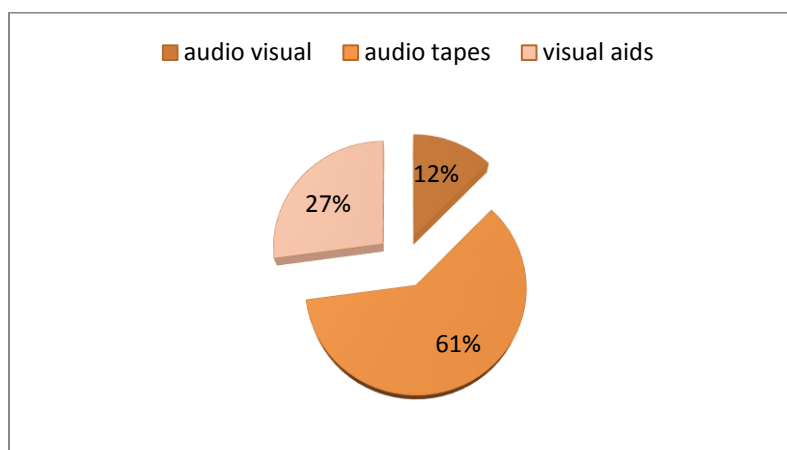
Figure.3.11: The types of teaching aids

The table shows us 49 participants (60%) said that their teacher use the audio aids in their courses and only (12%) use audio- visual aids however (27%) they use the visual aids. We notice from students' answer that their teachers the most aids that usually use it is the audio as radio record or use language laboratory. As well as they use the video and data show in oral course.

Q12: How often does your teacher / introduce Authentic Materials in oral expression course?

Option	Always	Sometimes	Rarely	Never	Total
N	35	29	17	0	81
Percentage	43.20%	35.80%	20.98%	0%	100%

Table.3.12: Teachers 'Frequency in Using/ Introducing Authentic Materials in OE Course
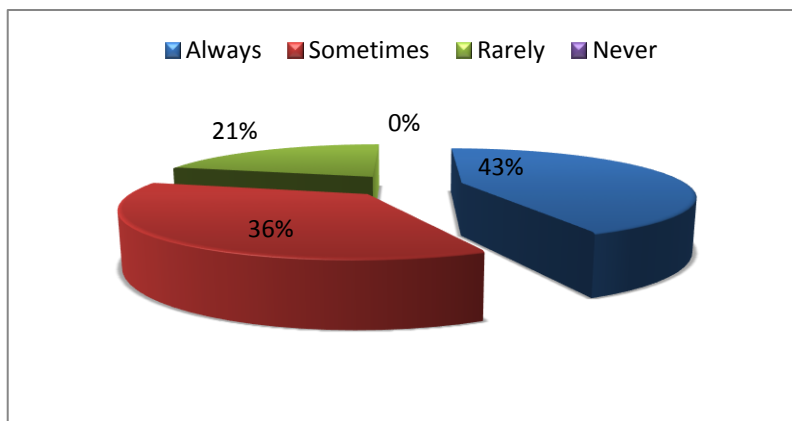
Figure.3.12: Teachers 'Frequency in Using/ Introducing Authentic Materials in OE Course

The table reveals that the majority of the teachers of oral expression always use and introduce Authentic Materials representing 43%, while 35% of the students opted for "sometimes". However, 17 students opted for "rarely". What is noticeable is that teachers adopt motivational strategies when introducing Authentic Materials.

Q13: Is your speaking ability improved through the use of Authentic Materials?

Option	Yes	No	Total
N	49	32	81
Percentage	60.49%	39.50%	100%

Table.3.13: The Improvement of Students 'Speaking Ability through the Use of Authentic Materials
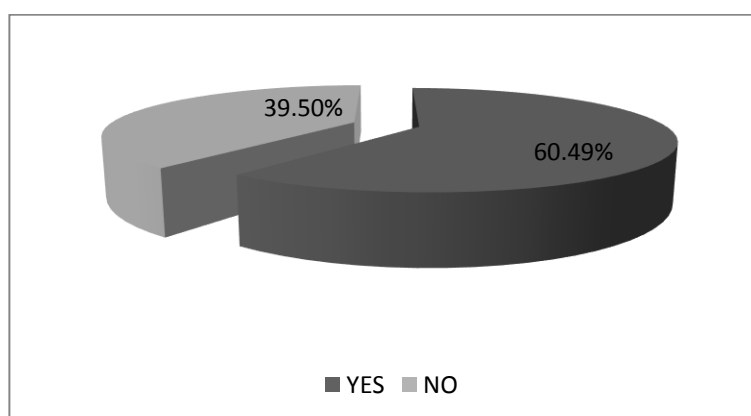
Figure.3.13:The Improvement of Students' Speaking Ability through the use of Authentic Materials

60% of the participants opted for "yes". This means that authentic materials have an impact on the improvement of their speaking proficiency then they are exposed to such materials, they do not only practice speaking , but they also practice other skills. While 39% opted for "No" may be the participants do not know even what are the authentic materials because they are second year, they are not exposed to such kind of materials by their teachers.

Q14: Do you think that authentic materials help you to develop your self-confidence?

Option	Yes	No	Total
N	60	21	81
Percentage	74.07%	25.92%	100%

Table.3.14: Students' opinion about if the authentic materials help them to develop your self confidence
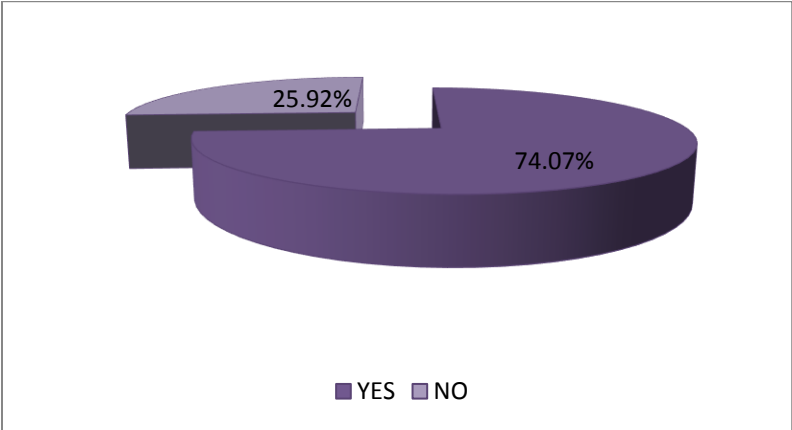
Figure.3.14: Students' opinion about if the authentic materials help them to develop your self confidence

The results show that 74% of respondents who opted for "yes", this leads us to say that the students must be exposed to these materials for the enhancement of the students' fluency and 'self-confidence; besides, the focus of these materials. While 25% of the respondents opted for "No", this based on the students 'attitudes.

Q15: Does your teacher use the authentic materials in his lectures?

Option	Yes	No	Sometimes	Total
N	22	36	23	81
Percentage	27.16%	44.44%	28.39%	100%

Table.3.15: The use of authentic materials.
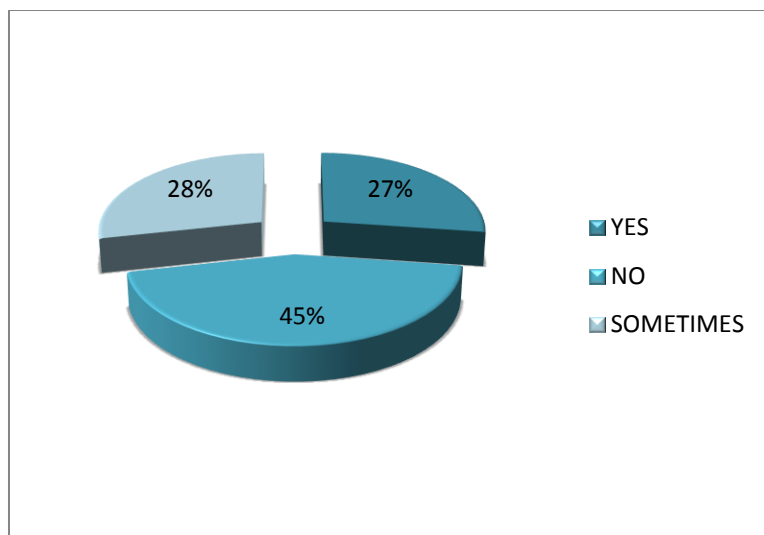
Figure.3.15: The use of authentic materials.

We notice from the table above that (44%) agree that their teachers do not use authentic materials in their lecture and (28%) said they sometimes use. Also, (27%) agree they don't use these techniques this is due to the lack of this aids in the English division at Mohammed kheider university, Biskra. The participants who these said that they use and sometimes have claimed that authentic materials are clear introduction to the target language, context and culture. Also, they help to introduce different topics and real-life activities.

Q16: Do you think that the use of authentic materials motivates you?

Option	Yes	No	Total
N	68	13	81
Percentage	83.95%	16.04%	100%

Table.3.16: Authentic materials motivation.
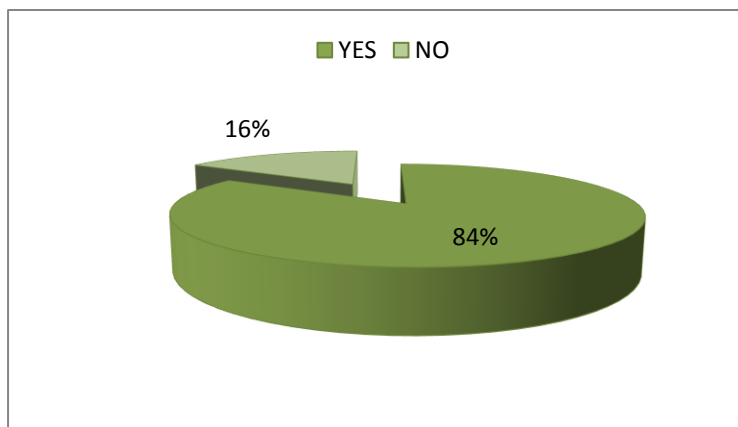
Figure.3.16: Authentic materials motivation

From the table and the figure above shows that all the participants agree that the use of authentic materials help to motivate them inside classroom. Most of them agree that the authentic materials help them to enrich their vocabulary and master the language as well. Also, some of them said that it facilitates learning and helps them to improve their level especially in speaking.

Q17: Which of the following language elements can be improved when listening to authentic materials?

Option	Vocabulary	Pronunciation	Grammar	All of them	Total
N	15	20	3	43	81
Percentage	18.51%	24.69%	3.70%	53.08%	100%

Table.3.17: The language elements that can be improved when exposed to authentic materials.
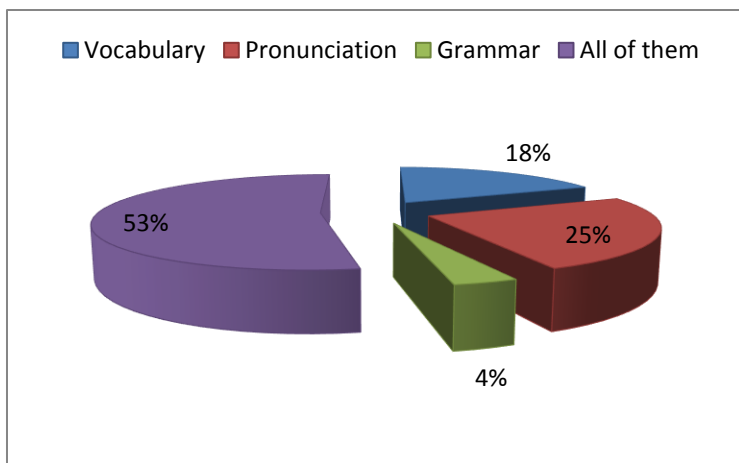
Figure.3.17: The language elements that can be improved when exposed to authentic materials.

The results show that the majority of students (53%) consider authentic materials to be very useful way to develop all languages elements together. Some others (24%) think that these materials improve pronunciation. (18%) of them think that these materials help to acquire vocabulary. The rest of the students (3%) state that the grammar also can be improved from authentic materials.

From the previous results, we can conclude that the authentic materials is the appropriate way or tool to improve the language elements; authentic materials help to acquire vocabulary, adapt the grammatical structures and improve pronunciation or language spelling, because the students are more attracted and attentive to study with authentic materials, then it contain authentic language.

Q18: Do you think that the fact of using authentic materials brings to you the target language and its culture?

Option	Yes	No	Total
N	66	15	81
Percentage	81.48%	18.51%	100%

Table.3.18: The degree of acculturation that the students may reach when using authentic materials.
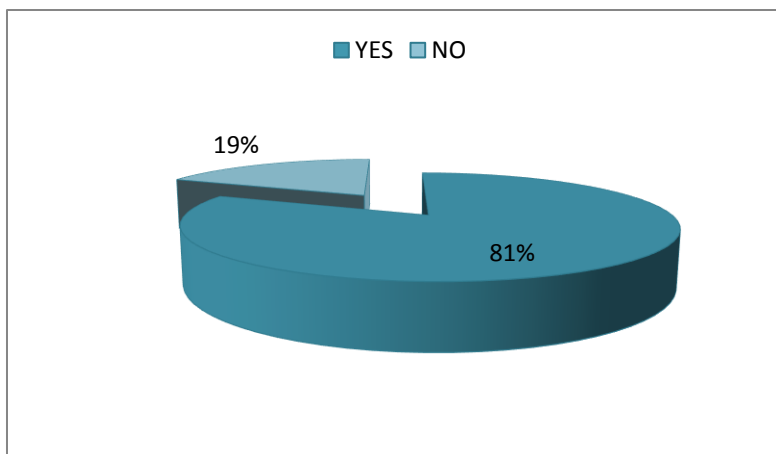
Figure.3.18: The degree of acculturation that the students may reach when using authentic materials.

From the results that we have in this table, we can say that most of participants (81%) affirm that the fact of using authentic materials brings the target language and its culture. to the less; few of them (18%) said 'No'. For this point, students believe that the authentic materials are very important for the second language acquisition because they feel themselves in real situations.

So, we can say that these videos may include various subjects and different topics that interest the students and bring them closer to culture and traditions of native speakers.

Q19: When using these materials, which of the following topics do you think would be more stimulating you to speak?

Option	Culture	Arts	Literature	History	Total
N	38	24	8	11	81
Percentage	46.91%	29.62%	9.87%	13.58%	100%

Table.3.19: The topics that would be more stimulating to students to speak
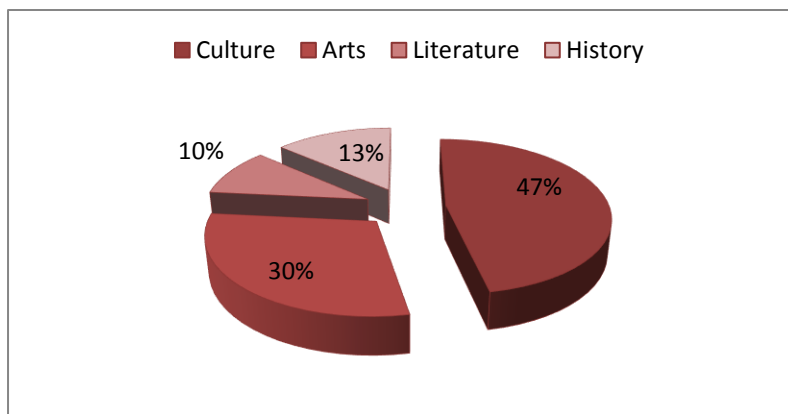
Figure.3.19: The topics that would be more stimulating to students to speak

According to this table the results show that; the great percentage of students (46%) prefer the topics which relates to the culture, (29%) of them prefer the arts ones, only a few of them (13%) prefer the topics of history, and the rest (9%) prefer to use the topics of literature. In addition, there are some students who prefer to use two or more topics, and some others add further topics to those suggested. For example: sports, politics, scientific topics…etc.

Discussion:

The focus of this study is on the effectiveness of using authentic materials related to the improvement speaking skill. The sample was students of second year LMD at Biskra University. During the analysis of the questionnaires, I had deduced the following:

In section one, which is about the 'background information', which includes Three (3) questions. The previous data drives the point that females are more interested to study foreign languages particularly than males who often choose to carry on scientific and sports fields.

The second section involves a deep focus on the speaking skill and that is represented on six questions; (4, 5, 6,7,8, and 9).

In this section, the collected data show that the majority of students participants in the oral class and they are really willing to improve their speaking skill because they feel comfortable and motivated by their teachers.

The section three is about authentic materials which included ten questions (10.11.12.13.14.15.16.17.18.19). In this section, the majority of students illustrated that the use of authentic materials in speaking has a great help for them because it will support the teaching and the learning process and provide the students with the actual public speaking events.

Finally, most of the students argued that the authentic materials have a great role in teaching speaking skill, and it is very important tools that the teacher have to use it in their classroom because as they said it is can helps them to learn the right pronunciation and to correct it as well as. In addition to the students said that learning with authentic materials make then learn and use the English language more comfortable without fear since its motivate them. Also, authentic materials make the students able to determine a level of proficiency and give to them the opportunity to develop and improve it.

The analysis of teachers' questionnaire

Section one: Back ground information

Q-1: gender

Options	Male	Female	Total
N	3	4	7
Percentage	42.85%	57.15%	100%

Table.3.20 : Teachers' gender
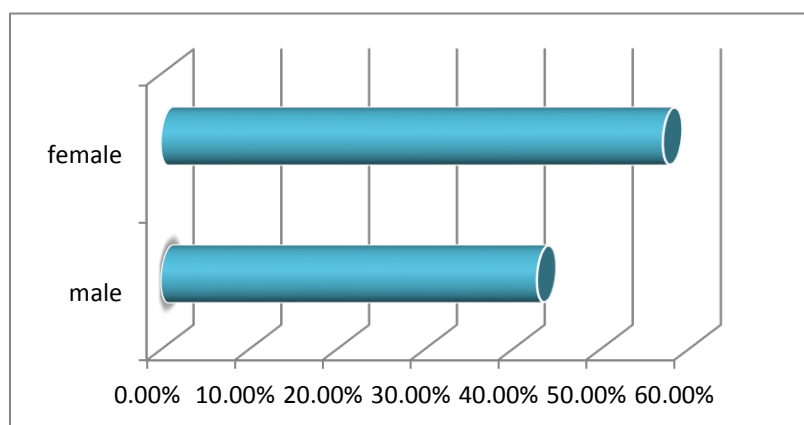
Graph.3.20 :Teachers' gender

The results in the table above reveal that there are eight (7) teachers of oral expression at English division University of Biskra; (4) of them which represent (57-.15%) are females, and the rest of the three (3) teachers (42.85%) are males.

Q1: How long have you been teaching English at university?

Option	One to five years	Five to ten years	More than ten years	Total
N	5	2	0	7
Percentage	71.42%	28.57%	0	100%

Table.3.21: Teaching Experience of OE Teachers
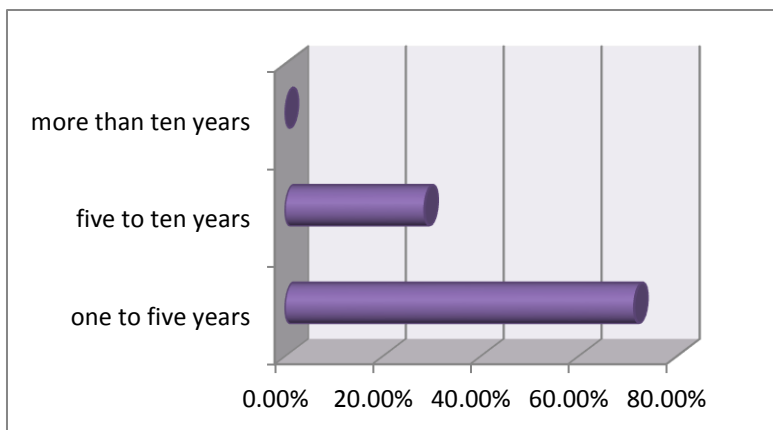
Graph.3.21: Teaching Experience of OE Teachers

One can notice from the results shown above that five teachers have a short teaching experience in OE since they have spent from 1-5 years. However, two teachers have a long experience in teaching Oral Expression.

Q2: Do you prefer to teach oral expression?

Option	Yes	No	Total
N	7	0	100%
Percentage	100%	0	100%

Table.3.22: Teachers 'Preferences to teach Oral Expression
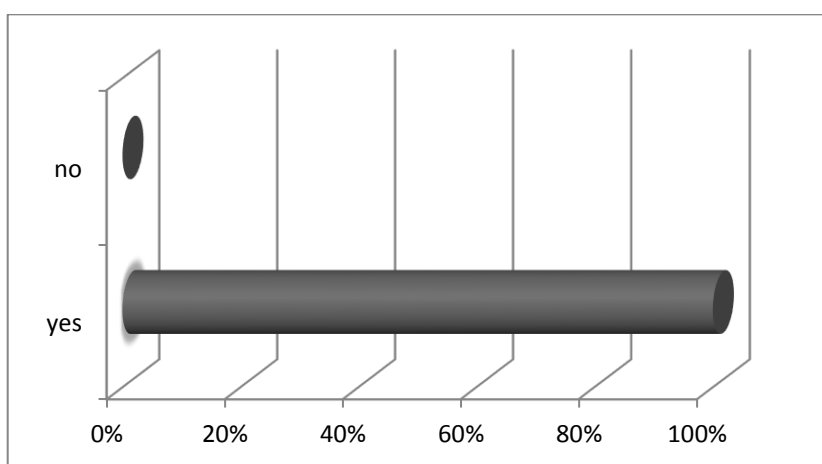
Graph.3.22: Teachers 'Preferences to teach Oral Expression

This question aims at looking for teachers 'point of view towards teaching Oral Expression Module. The results illustrate that all of them prefer to teach oral expression because it gives them an instant exposure to student proficiency level in speaking skill, it is also an opportunity to interact, and having a personal contact with students to faster their speaking skill. In addition to that oral expression is the unique module where students can express themselves freely. At the same time, it is a challenging module which requires lots of dynamic tasks and students-teachers interaction.

Section Two: The EFL learners speaking skill.

Q3: do your students participate in your course?

Option	Yes	No	Total
N	7	0	100%
Percentage	100%	0%	100%

Table.3.23: Students participate in Oral Expression
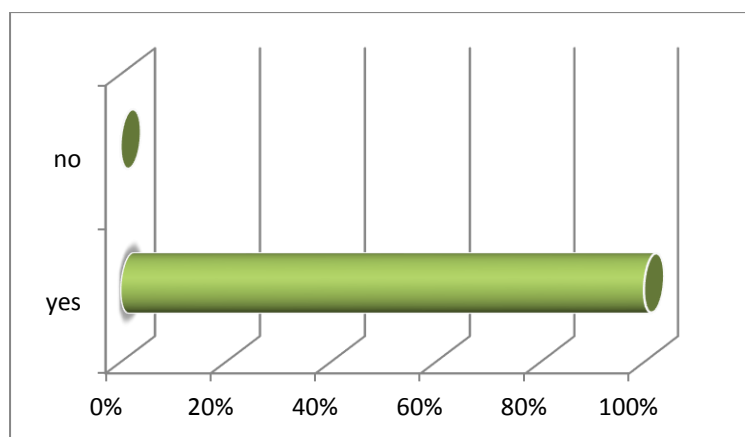
Graph.3.23: Students participate in (OE)

The aim of this question is to know the frequency of the students' participation in the oral classes and if they are motivated enough to speak and use the target language. All of our subjects 7 participants making up 100% declared that their students are frequently participating during the oral session. We believe that these students are motivated by their teachers and interested in the different activities

that are used in the classroom . In the table below we are going to mention teachers' justification behind the students' participation.

Q4: Do your students feel comfortable in the oral expression class?

Option	Yes	No	Total
N	6	1	7
Percentage	85.71%	14.28%	100%

Table.3.24: students feeling during O.E sessions.
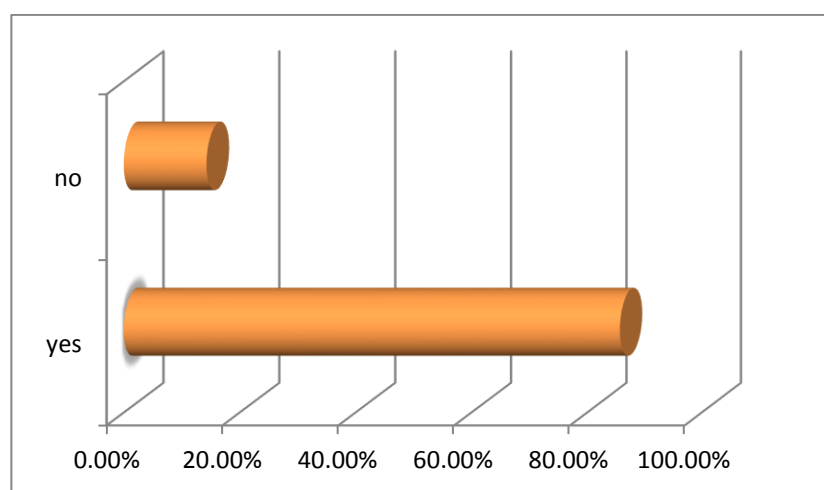
Graph.3.24: students feeling during O.E sessions.

A quick look at the table above shows that (6) teachers making up 85.71 % stated that their learners feel comfortable in the oral expression class. We believe that the reason behind the students feeling is that the teachers create a good atmosphere in the classroom. While (1) remaining teacher making up 14.28% from the whole sample go for no that his students feel uncomfortable.

Q 5: If yes, what makes them feel so?

Option	The teachers	Their classmate	The different activities used in the classroom	Total
N	7	5	6	7
Percentage	100%	71.42%	85.71%	100%

Table.3.25: What makes them feel
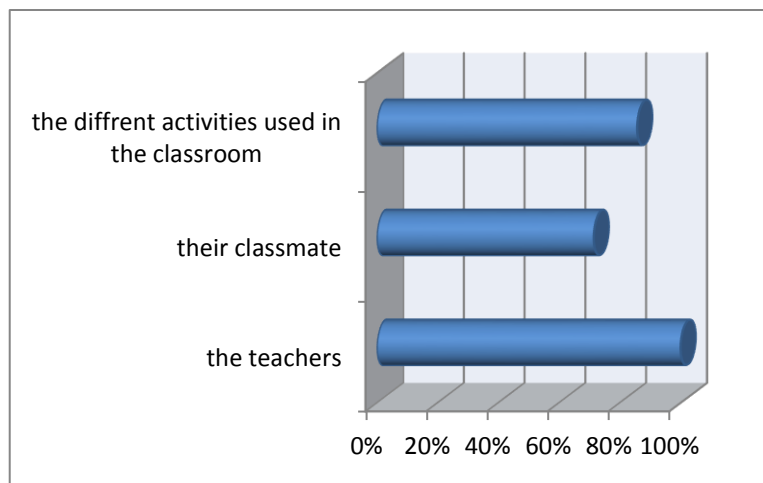
Graph.3.25: What makes them feel

A quick look at the table above shows that the reasons behind students being comfortable or not is teachers whereas 5 teachers go for their classmate and 6 teachers have chosen the different activities used in the classroom making up 85.71%.

Q6: Can you say that your students are motivated to speak in English?

Option	Yes	No	Total
N	5	2	7
Percentage	71.42%	28.57%	100%

Table.3.26: Teachers' perception of students' motivation in speaking
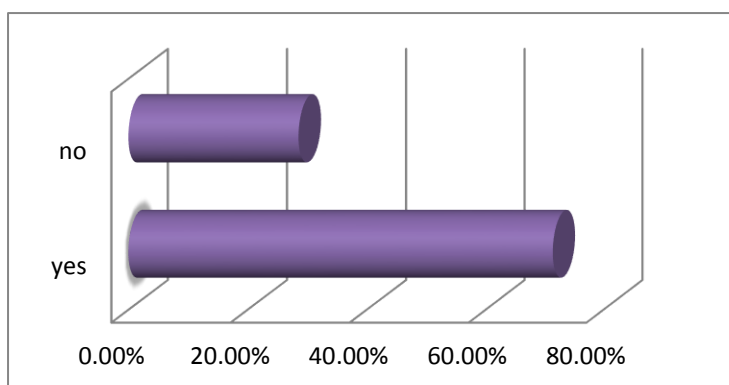
Graph.3.26: Teachers' perception of students' motivation in speaking

Turning now to motivation, two aspects will be discussed here. The first point is whether or not the students are motivated to speak in English. The great majority has indicated that they are motivated to speak English a total of 5 teachers, while only 2 their

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students do not motivated . Unmotivated students can be due to many factors, such as lack of self-confidence, lack of interest in the speaking subjects, fear of making grammatical mistakes etc…. The role of teachers in enhancing students ' motivation has been found to have great effect on enhancing students' performance in the target language; thus, teachers should find their ways to motivate their students.

Q7: if your answer is "yes", please how do you do to motivate them?

Only 1 teacher (out of 4) who answered "yes" did not provide any justification for his answer . For the rest who answered "yes", (3 of them) they explained that they raise their students' motivation through different ways. In the first place, selecting topics of students" interest which stimulates them to use English. Also, organizing classroom debates about current topics and bringing in interesting activities encourage students to exchange ideas. Moreover, creating a relaxed and friendly environment in which students feel comfortable to use the language in front of their teachers and classmates. One teacher answered that role - play and language games are an excellent ways of motivating students to speak.

In sum, teachers' awareness of different ways of raising students' motivation can be of great benefits in increasing students' oral participation. In our opinion, motivation is what keeps teachers teaching and their students learning.

Q8: What do you find most difficult for teaching speaking?

Option	Grammar	Pronunciation	Vocabulary	Sentence structure	All of them	Total
N	**0**	**1**	**1**	**2**	**5**	**7**
Percentage	**0%**	**14.28%**	**14.28%**	**28.57%**	**71.42%**	**100%**

Table.3.27: The Common areas of students' difficulties
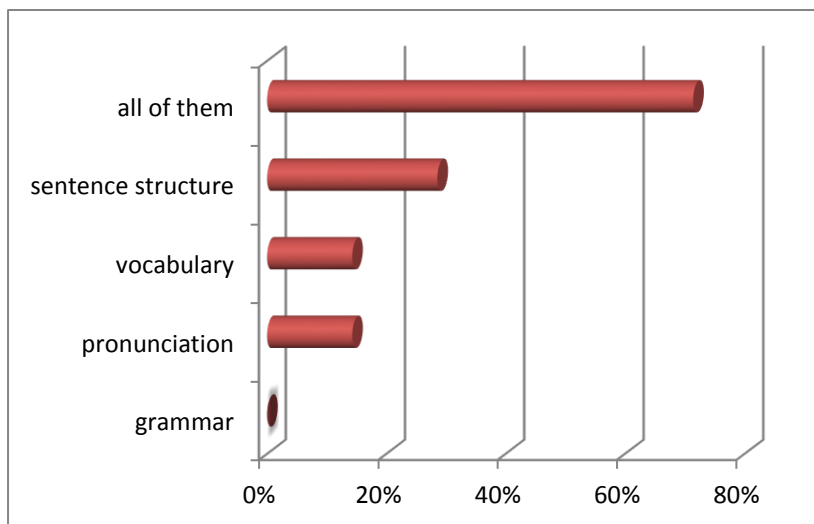
Graph.3.27: The Common areas of students' difficulties

The collected answers reveal that majority of the teachers 71.42% claim that the students 'common areas of difficulties are in pronunciation, vocabulary, grammar and sentence structure while other teachers devote pronunciation and vocabulary this represents 14.28% probably because many students do not practice the language very well. In addition to generating ideas and re-expressing them fluently also the lack of self - confidence as well as anxiety and fear of making mistakes.

Q9: which of the following techniques do you use most?

Option	Group work	Role-play	Problem solving	Discussion	Total
N	2	1	1	3	7
Percentage	28.57%	14.28%	14.28%	42.85%	100%

Table.3.28: Teachers' use of teaching techniques
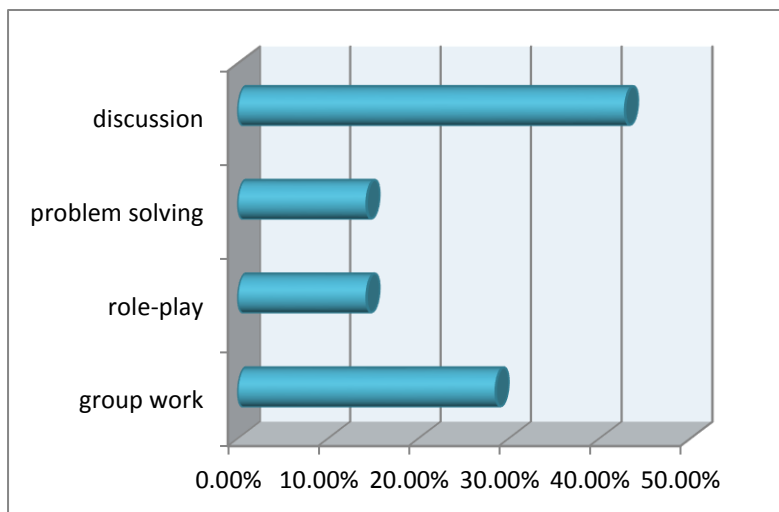
Graph.3.28: Teachers' use of teaching techniques

There are several ways for teaching the speaking skill. We have suggested four options for teachers to choose among them. Half the teachers build confidence in discussion; to state differently, they focus less on grammar mistakes and insist on the communication of ideas. In the second position come those who make use of group work as a teaching technique. Teachers in favor of this type of technique may have their reasons such as that speaking is a social act in which two or more people are involved in oral exchange of information, and students feel less inhibited and more confident in themselves to speak. The last two categories of teachers have worked on role - play and problem solving . Teachers who opted for these choices believe that students may derive great benefits from such techniques.

In sum, teachers realize that simply training students to produce sentences will not yield good speakers. In our opinion, speaking begins from participation and communication.

Q10: do you evaluate your students' oral production

Option	Yes	No	Total
N	7	0	7
Percentage	100%	0%	100%

Table.3.29: Teachers' evaluation of speaking
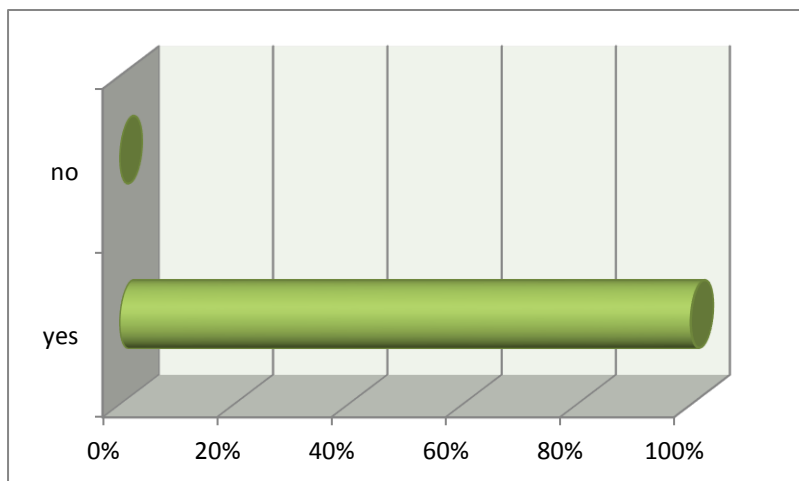
Graph.3.29: Teachers' evaluation of speaking

Evaluation is recognized by many teachers to be an essential aspect of foreign language teaching. Along the analysis of the results, we found that all teachers (100%) provide evaluation for oral production. It is worthy to mention that teachers differ in terms of their focus when evaluating speaking production. Some highlight accuracy, others prefer Fluency; yet, our opinion is that all features must be taken into consideration when evaluating the oral proficiency. It is all about balance between this and that.

Q11: if your answer is "yes", do you prefer

Option	Self-evluation	Peer-evaluation	Teacher-evaluation	All of them	Total
N	1	0	4	2	7
Percentage	14.28%	0%	57.15%	28.57%	100%

Table.3.30: Teachers' preference for evaluation type
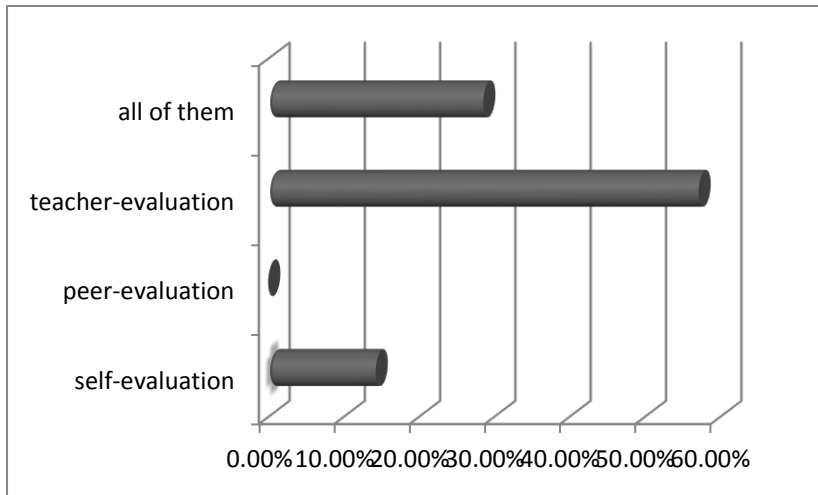
Graph.3.30: Teachers' preference for evaluation type

A large number of the teachers expressed their preference for teacher - evaluation. These teachers have a tendency for the belief that the teacher is the only one who can judge the students' production. They believe that it helps students get feedback from more proficient speakers. Like self- evaluation, peer evaluation is another way of assessing students' production. Only one teacher has opted for this choice. We believe that this type of evaluation will develop in the students the sense of criticism autonomy. While all of teacher has not opted for peer evaluation. In addition 2teachers out of total have opted f or the fourth choice 'all of them'. Teacher s' preference for one type or another depends mainly on teacher s' approach to teaching.

Section Three: The use of authentic material to improve learners' speaking.

Q12: Are Authentic Materials among the remedial devices to improve student Oral performance?

Option	Yes	No	Total
N	7	0	7
Percentage	100%	0%	100%

Table.3.31: Are Authentic Materials among the remedial devices to improve student performance?
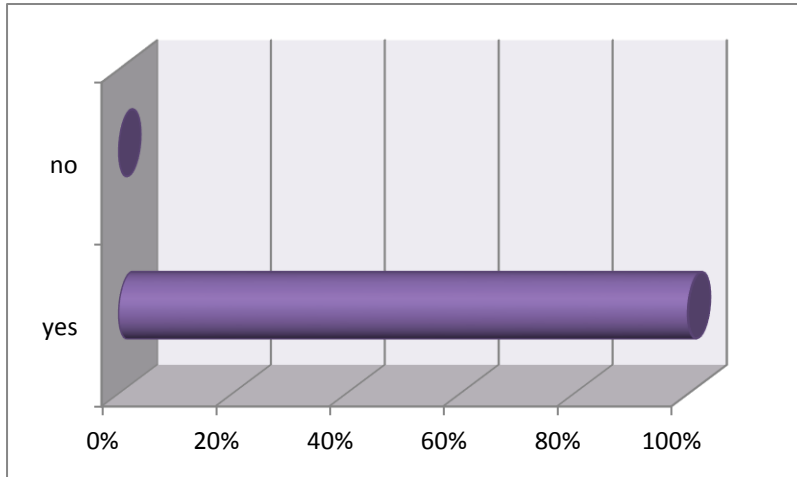
Graph.3.31: Are authentic materials among the remedial devices to improve student performance?

Q 13: if yes

Option	Often	Very often	Sometimes	Rarely	Total
N	2	3	2	0	7
Percentage	28.57%	42.85%	28.57%	0%	100%

Table.3.32: Teachers 'Frequency in Using Authentic Materials
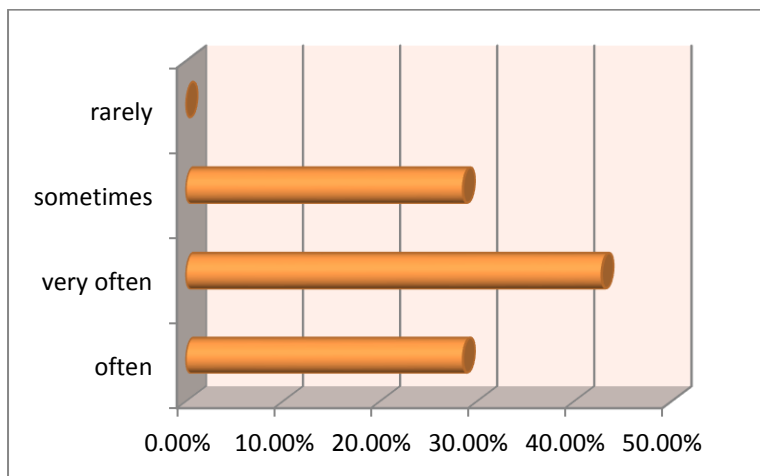
Graph.3.32: Teachers 'Frequency in Using Authentic Materials

All teachers agree that Authentic Materials are among the remedial devices to improve Oral Expression in their classroom. What is remarkable is the clear distinction in using Authentic Materials is nearly the same. 2 teachers often use them 28.57%, and 3 of them "very often" use them. However, only 2 teachers sometimes use them in classroom. By this question we want to know teachers 'frequency of using authentic materials and their

attitudes towards the use of authentic materials as a remedial devices to improve speaking skill.

Q 14: Among the following types of authentic materials, where do you feel that your students are really involved?

Option	Audiotapes	Audio-visual	Visual aids	Total
N	1	4	2	7
Percentage	14.28%	57.15%	28.57%	100%

Table.3.33: Students 'Involvement on the Type of Authentic Materials
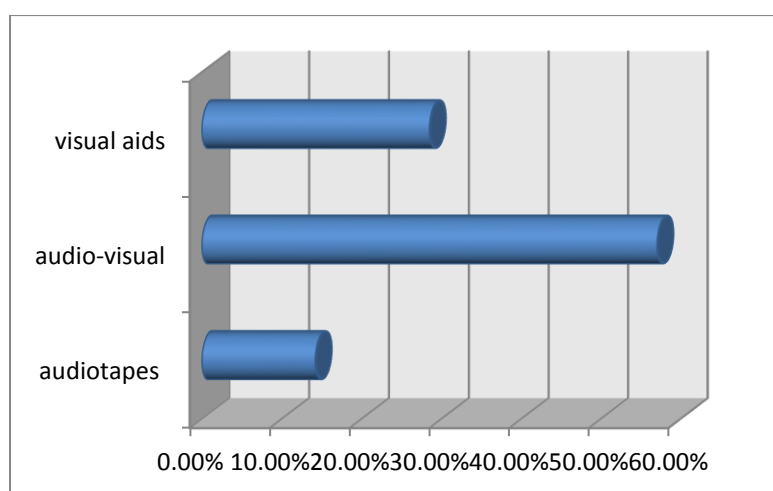
Graph.3.33: Students 'Involvement on the Type of Authentic Materials

The findings of this research reveal that the majority of the teachers find their students are really involved during the use of audio-visual type this represents 57.15% of the whole sample, obviously because students respond more to something which is heard and seen. On the contrary, only one opted for the audiotapes this represents14.28% and 2 teachers for visual aids this represents 28.57%.

Q15 : Which type of authentic materials do you choose to present you oral expression course?

Option	Audiotapes	Audio-visual	Both	Total
N	0	5	2	7
Percentage	0%	71.42%	28.57%	100%

Table.3.34: Teachers 'Choice when Using Authentic Materials
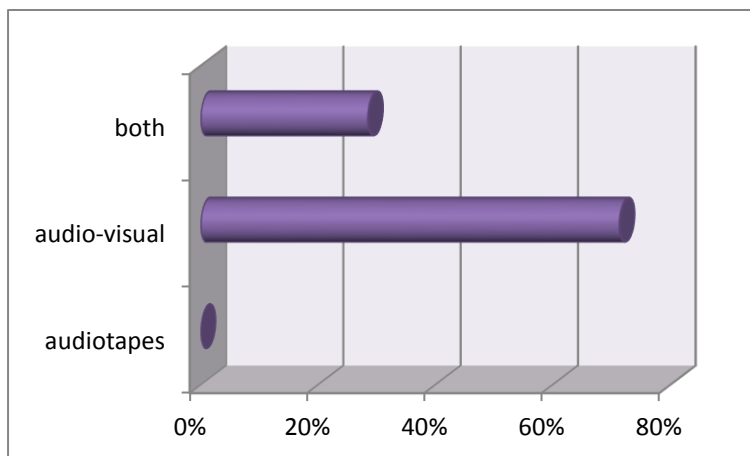
Graph.3.34: Teachers 'Choice when Using Authentic Materials

The majority of teachers opted for "audio-visual", this represents 71.42% of the whole sample, the teachers add their own creativity to motivate their students taking into account the level of the students as well as their needs when they select the content and their socio-cultural milieu. While 28.57% opted for both of them means that they choose the type as it is used in the original one plus their own creativity.

Q16: Is it necessary to use authentic materials for improving the students speaking skill?

Option	Yes	No	Total
N	7	0	7
Percentage	100%	0%	100%

Table.3.35: The importance of using authentic materials
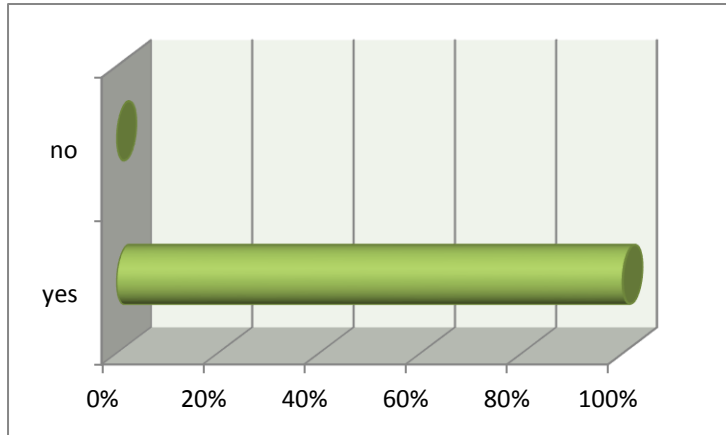
Graph.3.35: The importance of using authentic materials

All of the teachers (100%) agree that the use of video techniques in classroom is very necessary to them and they see the authentic materials is very effective way in learning process.

Q17: Do the authentic materials provide an adaptation to the linguistic resource of accents and all kinds of discourse for your students.

Option	Agree	Disagree	Strong agree	Doubt	Total
N	4	2	0	1	7
Percentage	57.15%	28.57%	0%	14.28%	100%

Table.3.36: The role of authentic materials in providing an adaptation to the linguistic resources like accent and all kinds of discourse for student
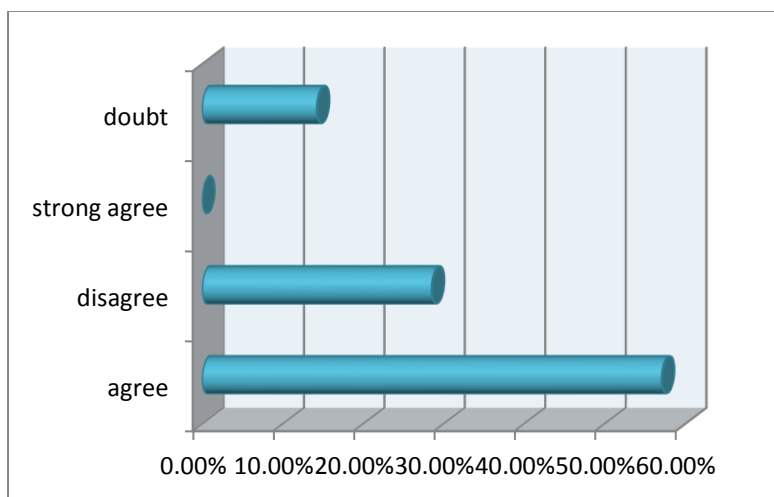
Figure.3.36: The role of authentic materials in providing an adaptation to the linguistic resources like accent and all kinds of discourse for student

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It seems from the results obtained in the above table that (57.15%) of the teachers; agree about the fact that using authentic materials provides an adaptation to the linguistic resources like accent and all kinds of discourse for students. (28.57%) of them strongly agree. However, only few (14.28%) of them have a doubt about the previous idea.

Our expectations took place on teachers' responses, and this gives us the idea that authentic materials may influence and improve learners' aspects of language in general and speaking in particular.

Q18: do you think that using authentic materials is helpful to develop your students speaking?

Option	Yes	No	Total
N	6	1	7
Percentage	85.71%	14.28%	100%

Table.3.37: The enrichment of authentic materials in speaking activities
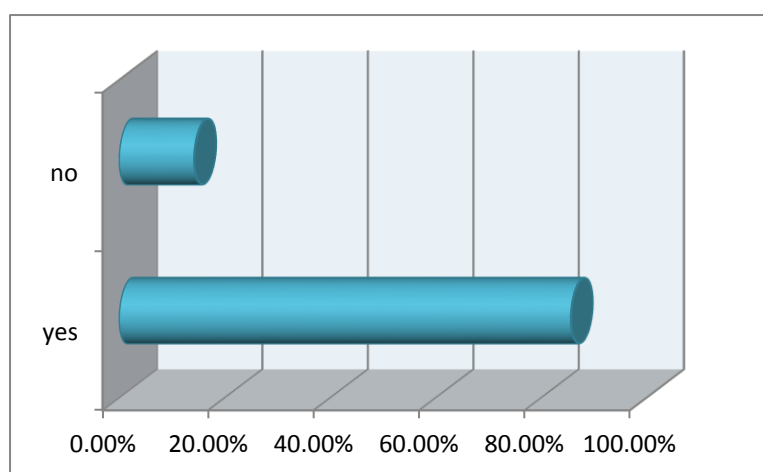
Figure.3.37: The enrichment of authentic materials in speaking activities

This percentage (85.71%) indicates clearly that the highest percentage of teachers consider that authentic materials enrich learners' speaking activities. Whereas, (14.28%) of them said 'No'. teachers illustrate that can prepare a lot of tasks; questions, discussions, role plays, flash cards, pictures…etc. Furthermore, the more authentic materials are used; the

more new knowledge is acquired or enriches the learners' background knowledge; thus, assisting their speaking.

19: Would you please add (below) any other comments they consider important for this issue?

In this question, teachers add some important things to enhance and improve students' speaking skill through authentic materials:

- Audio books are also very important to develop and enhance listening and therefore speaking

- If there was a collaboration between teachers (e.g; ESP & oral expression),their outcomes in using authentic materials in oral expression would be better.

- Projection rooms should be available in our English department Thus, in order to reach the educational objectives, teachers must vary in the use of authentic materials, and they should use it frequently not occasionally.

Discussion:

In section one background information, the teachers' responses reveal that the chosen sample contains more females than males This may be due to the fact that women are more interested in teaching the oral expression than men.

In section two. Concerning all teachers stated that their students are frequently participating during the oral session.

In this section of teachers' questionnaire the collected answers affirmed that the majority of their students are motivated to speak and they are willing to use the language because of the classroom atmosphere and the different authentic materials activities that are used in the classroom.

In the third section all teachers (100%) agree that authentic materials are among the remedial devices to improve OE in their classroom.

In this section of teachers' questionnaires concerning the authentic materials, the majority of teachers see that authentic materials do assist in the enrichment of students' speaking activities.

All teachers' questionnaires conclude that authentic materials are very important in teaching English because it's help to improve the students 'speaking skill. Also, it has led us to know that oral practice is very important activity in the language classroom because it is the unique opportunity for the learner to express himself freely.

Conclusion

The collected results from teachers' questionnaires shows that most of teachers are actually applying some principles of authentic materials in their class. The majority of the teachers see that authentic materials do assist in the enrichment of students' speaking activities.

To conclude this chapter, the analysis of students and teacher questionnaire revealed that the authentic materials has positive impact on the students' oral performance. It encourages students' participation, promotes confidence, prepares students for real-life communication. Besides it gives opportunity to the students to use the target language freely and it puts the students in positions where they can practice the speaking skill. Moreover, it allows students to make decisions about how to express and to achieve the goal of developing their speaking skill.

General Conclusion

This current study is set to investigate the development of EFL learners' speaking skill through the use of authentic materials. Its main concern is to investigate whether the use of authentic materials will help students to develop their speaking skill and improve their oral performance.

The ability to communicate in FL fluently has a great contribution to the success of the learners. Many methods have been introduced to improve the quality of teaching and learning but they fail to help the learners to communicate effectively using the target language. As a result authentic materials came into existence as one of the various methods to teach speaking skill. It has twofold: the first is that language is not just bits of grammar but it also involves language functions such as inviting, agreeing, suggesting which students should learn how to use. The second stand is that authentic materials develops from the idea that if students get enough exposure to language and opportunities for its practice and if they are motivated a language will take care of itself.

Most researchers and teachers around the globe agree upon the idea that the use of authentic materials will improve and develop the EFL learners' speaking skill. This is confirmed through the data obtained from the questionnaires of the students' and teachers' which reveal that the authentic materials is a very effective method to break the silence pattern that exists among students in traditional classrooms.

Our study has been focused on the effectiveness of authentic materials used by the teachers in the classroom to improve speaking skill, and also to produce the characteristics of effective foreign language speakers. This is confirmed by the results obtained from both oral expression teachers and second year LMD students' questionnaire. The findings went hand in hand with our hypothesis which emphasize that the authentic materials help the students increase their level of achievement in speaking

skill. So, the ultimate aim of this study was to show whether it is possible to develop the students' speaking skill through authentic materials.

The analysis of the preliminary questionnaires showed that all students during the use of authentic materials; can produce new grammatical forms and words, acquire several vocabularies and give the right pronunciation of words, to increase their speaking abilities. They considered these materials as the appropriate ones for them and their teachers in learning and teaching speaking skill. In addition, the majority of students want to use these aids in the classroom continuously in order to avoid the bored study.

In order to reduce the difficulties that the students have faced in learning the speaking skill, we recommend the following:

- Teachers should increase the use of authentic materials in their sessions.

- Also students should be interested with such material because they will help them in learning English language with new technology.

- We recommend that the authentic materials should be supposed to be as a strategy in teaching the oral courses at least one time per week. This would enable them to be intercultural speakers and to use and understand the everyday language which most often embodies cultural notions, norms and conventions.

Suggestions and Recommendations

On the basis of the present research findings, it is advisable to suggest these Recommendations and suggestions to EFL teachers;

❖ Teachers need to correctly handle the students' ability of listening and speaking and the relationship between reading and writing skills, to encourage students to participate in oral and written communication, not only to meet their current needs, but use of English in their future

❖ Teachers need to provide some meaningful opportunities for students to communicate in the real situation, so that students can learn grammar structures, while training them through authentic materials.

❖ Teachers of Oral Expression should do their best to improve the oral capacities of their learners. They ought to the teaching strategies, the oral activities as much as possible, use audio and audio-visual means and carefully select the topics for discussion.

❖ Teachers of Oral Expression, Culture, Grammar, Phonetics and all modules should combine efforts and work in collaboration so as to bring learners achieve the best accomplishment. The mentioned modules are very close to each other and seem to serve the same cause; this is why a need for collaboration will certainly be of a great benefit to learners.

❖ Teachers of Oral Expression should convince their students that speaking a foreign language is compulsory for language learners. Students should do their best to acquire a high oral competence.

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Appendices

Appendix I: The Students' Questionnaire

Appendix Π:The Teachers' Questionnaire

Dear students:

You are kindly requested to fill in this questionnaire to express your attitudes towards the use of authentic materials in developing students' speaking skill.

Your answers are very important for the validity of this research we are undertaken. As such, we hope that you will give us your full attention and interest.

Please, tick the appropriate box (√) and make full statements whenever necessary.

Section One: back ground information:

Age: ……..

Sex:

Malel ☐

Female ☐

Q1: was English your first choice?

Yes ☐

No ☐

Q2: how long have you been studying English………. Years.

Q3: how do you evaluate your level in English?

Very good ☐

Good ☐

Average ☐

Poor ☐

Section Two: EFL learners speaking skill.

Q4: Do you think that speaking English well is:

Little bit easy ☐

An easy task ☐

A difficult task ☐

Little bit difficult ☐

Q5: Do you think that in teaching speaking, the teacher should:

Speak more than the students ☐

Speak only when the students need his help ☐

Encourage the students to interact with each other ☐

Q6: How often do you speak English in the classroom? ☐

Never ☐

Rarely ☐

Sometimes ☐

Often ☐

Q7: If rarely, do you think that this is due to:

Lack of motivation ☐

The method that has been chosen by the teacher ☐

Your personality ☐

Q8: Do you think that the time allotted to the oral expression course is sufficient?

Yes ☐

No ☐

Q9: what are the main speaking difficulties you encounter?

Pronunciation difficulties ☐

Lack of vocabulary and structure ☐

Lack of practice ☐

First language inference (the use of mother tongue) ☐

All of these ☐

Q10: Do you think that the present oral expression activities are useful to you?

Yes ☐

No ☐

Q11: If "no" why?

……

……

……

Section Three: The use of authentic materials

Q12: How important Authentic Materials in EFL learning?

Not important ☐

Fairly important ☐

Important ☐

Very important ☐

Q13: What are the most useful materials in your classroom?

Audio- visual ☐

Audio Tapes ☐

Visual Aids ☐

Q14 : How often does your teacher us / introduce Authentic Materials in oral expression

course?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

Q15 : Is your speaking ability improved through the use of Authentic Materials?

Yes ☐

No ☐

Why……………………………………………………………………………………………………

………

………

………………….

Q16: Do you think that authentic materials help you to develop your self-confidence?

Yes ☐

No ☐

Why…………………………………………………………………………………………………

………

………

…………………..

Q17: Does your teacher use the authentic materials in your lectures?

Yes ☐

No ☐

Sometimes ☐

Q18: Do you think that the use of authentic materials motivates you?

Yes ☐

No ☐

Why…………………………………………………………………………………………………

………

Q19: Which of the following language elements can be improved when listening to authentic

materials?

Vocabulary ☐

Pronunciation ☐

Grammar ☐

All of them ☐

Q20: Do you think that the fact of using authentic materials brings to you the target

language and its culture?

Yes ☐

No ☐

How?..

....

....

Q21 : When using these materials, which of the following topics do you think would be

more stimulating you to speak?

Culture ☐

Arts ☐

Literature ☐

History ☐

Others …………………………………………………………………………..

Thank you very much.

Teachers' questionnaire:

Dear teacher**,**

You are kindly invited to answer our questionnaire. It aims to investigate the development of students' speaking skill throught the use authentic materials.

Please, put a tick (√) in the corresponding box and make full statements whenever necessary.

Section One: back ground information

Sex:

A) Male ☐

b) Female ☐

Q1: How long have you been teaching English at university?

a) One to five years ☐

b) Five to ten years ☐

c) More than ten years ☐

Q2: as a teacher of oral expression, which level have you taught throughout your career?

a) First level ☐

b) Second level ☐

c) Third level ☐

d) All levels ☐

Q3: Do you prefer to teach oral expression?

Yes ☐

No ☐

Justify your answer:

………………………………………………………………………………………………

………………………………………………………………………………………………

……
………

Section Two: the EFL learners speaking skill.

Q4: do your students participate in your course?

   a) Yes   ☐

   b) No   ☐

Whatever your answer say why?

……
……
……
………..

Q5: Do your students feel comfortable in the oral expression class?

   a) Yes   ☐

   b) No   ☐

Ifyes,Why…………………………………………………………………………………………
……
……
………………………………

Q6: If no, what makes them feel so?

   a) The teachers   ☐

   b) Their classmate   ☐

   c) The different activities used in the classroom   ☐

 Q7: Can you say that your students are motivated to speak in English?

   a) Yes   ☐

   b) No   ☐

Q8: If your answer is "yes", please how do you do to motivate them?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

……………………………………………………………………………………………………

Q9: What do you find most difficult for teaching speaking?

a) Grammar ☐

b) Pronunciation ☐

c) Vocabulary ☐

d) Sentence structure ☐

e) Other, please ☐

specify…………………………………………………………………………………………

Q10: what is the main students problems when speaking?

a) Linguistic problems

b) Psychological problems

c) Cultural problems

Q11: Which of the following techniques do you use most?

a) Group work ☐

b) Role-play ☐

c) Problem solving ☐

d) Discussion ☐

Q12: Do you evaluate your students" oral production?

a) Yes ☐

b) No ☐

Q13: If your answer is "yes", do you prefer?

a) Self-evaluation ☐

b) Peer-evaluation ☐

c) Teacher –evaluation ☐

d) All of them ☐

Section Three: The use of authentic material to improve learners' speaking.

Q14: Are Authentic Materials among the remedial devices to improve student Oral performance?

a)Yes ☐

b) No ☐

why………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………………

Q15: Among the following types of authentic materials, where do you feel that your students are really involved ?

a) Audiotapes ☐

b) Audio-visual ☐

c) Visual aids ☐

Why………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

……………………

Q16 : Which type of authentic materials do you choose to present you oral expression course?

a) Audiotapes ☐

b) Audio-visual ☐

c) Both ☐

why………………………………………………………………………………………………

…………………………………………………………………………………………………..

…..………………………………………………………………………………………………

……………………

Q17: Is it necessary to use authentic materials for improving the students speaking skill?

a)Yes ☐

b) No ☐

Why…………………………………………………………………………………………

…………………………………………………………………………………………………

…………………………………………………………………………………………………

……………………

Q18: Do the authentic materials provide an adaptation to the linguistic resource of accents

and all kinds of discourse for your students.

a) Agree ☐

b) Disagree ☐

c) Strong agree ☐

d) Doubt ☐

Q19: do you think that using authentic materials is helpful to develop your students speaking?

Yes ☐

No ☐

Q20: Would you please add (below) any other comments you consider important for this

issue?

Thank you !

الملخص

تتناول هذه الدراسة الحالية دور استعمال الاشياء الاصلية في تطوير متعلمي اللغة الانجليزية كلغة أجنبية على الكفاءة الشفوية في قسم الانجليزية بجامعة محمد خيضر.بسكرة. في بداية بحثنا اعتمدنا على الفرضية انه لو كان أساتذة اللغة الانجليزية يستعملون المصادر الاصلية داخل أقسامهم بفعالية فإنهم ربما يساعدون الطلبة في تطوير مهاراتهم الكلامية , لهذا يجب على الأستاذ القيام بدوره الحقيقي , وآخر فرضية انه إدارة الجامعات , الأساتذة و جميع الطلبة مدركون لأهمية الكبيرة التي تلعبها المصادر الاصلية في ا لقسم في تطوير الكفاءات الشفوية , لاتحدوا في تشجيعهم على تطويرها .وللتأكد من صحة الفرضية قمنا بالبحث على مجموعة طلاب السنة الثانية (ل,م, د) قسم الانجليزية بجامعة بسكرة وليضل فئة من الأساتذة مدرسي مادة التعبير الشفوي من نفس المستوى .و الهدف من هذه الدراسة هو معرفة مدى أهمية المصادر الاصلية في تطوير المهارات الكلامية لدى الطالب أثناء حصص التعبير الشفوي . إن عملنا هذا ينقسم إلى قسمين, القسم الأول ويتضمن مفهوم المصادر الاصلية والعناصر المهمة التي تتضمنه.والقسم الثاني يحتوي مهارة الكلام أو الخطاب مفهومها والصعوبات التي يواجهها الطالب أثناء تعلمه.أما الجزء الأخير فيحتوي على الجهة التطبيقية للبحث ويتضمن التحليل المفصل لاستبيان الذي قمنا بتوزيعه على أساتذة التعبير الشفوي و الطلبة في قسم اللغة الانجليزية .وقد تحصلنا من خلال بحثنا هذا على أن المصادر الاصلية لها دور فعال وكبير في مساعدة الطلبة في تطوير كفاءاتهم الشفوية, كما أن المصادر الاصلية الجيد يساعدهم في التقليل من الصعوبات أثناء تطويرهم لمهاراتهم الكلاميــــــــــــــة فـــــــــــــــــــــي حصـــــــــــــــــــــص التعبيـــــــــــــــــــــر الشـــــــــــــــــــــفوي .