PEOPLE'S DEMOCRATIC/ REPUBLIC OF ALGERIA

MINISTRY OF HIGHER EDUCATION AND SCIENTIFIC RESEARCH

MOHAMED KHEIDER UNIVERSITY – BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

BRANCH OF ENGLISH

MASTER THESIS

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The Role of Authentic Language Input in Improving English as a Foreign Language Learners' Oral Performance

The Case of Third Year Students of English Language at Biskra University

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Dissertation Submitted to the Department of Foreign Languages as Partial Fulfillment of the Requirements for the Degree of Master in Sciences of Language

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Academic Year: 2020-2021

Declaration

Iam, Meriem Khelifa, declare that I have done this work on my own and by my own efforts, and that this dessertation has not been previously published by any person or university. Moreover, It has not been taken from others' works and does not contain any plagiarism, and every source of information or quotations is academically acknowledged.

Dedication

On the occasion of the end of my study journey as a master two student, I would like to dedicate this thesis to:

My beloved grandfather, whose his death was my biggest lost this year, and my lovely grandmathers, who I lost for long time ago but are still with me in my heart. They used to consider me as one of their real daughters, and I wish that they were here with me today to share me my happiness and to make them proud of me. I hope Allah will have mercy on them.

My big Family, starting with my sweet grandfather and my dear father KHELIFA Mohamed and mother BOUADJAL. N, to whom I wish health, welleness and to be always by my side as they used to be. My two brothers Seif and Hichem who I love and care about as they do for me. My uncles, my aunts and all of their children especially Dida for getting an excellent average of 18 and the yongest member in family Mamocha.

My trail friends whom I met in schools and shared a lot of memories, Ikram, Mouna, Rania, Nada, Houda and Soundes.

My high school teachers of English Mrs. Benzida and Mrs. Aoun for their encourgements and their helps for me.

Last and not least, my sister and my bond in life, the one who can not be described by words because they are not enough to show her place in my heart and in my life or to thank her for what she did and what she is still doing for me, Fethia.

Everyone who loves me, supports me and wishes me good in life. Thank you so much.

Acknowledgment

First of all, I thank Allah Almighty for givinig me the strength, efforts and patience to finish this thesis and my academic career as whole.

My deep gratefulness to my supervisor Dr. Laamri SEGNUI, for his collaboration in accomplishing this work by giving me his advices, remarks, feedback and patience that guided me and showed me the right path.

My sincere thanks to all the participants of this research especially oral expression teachers and third year students for their contribution.

Special Thanks go to the members of the jury for their efforts in reading and evaluating this dessertation.

I would like to extend my thanks to the head of the department of foreign languages, the head of the division of English Mr. BOUHITEM and all the workers there.

I would like to express deep sense of gratitude to all of my teachers who were taught me during my academic career until I reach this stage.

Finally, I would like to express my gratitude to everyone who helped me, encouraged me, believed in me to finish my academic career. Thank you.

Abstract

Oral performance enhancement is the prime goal to learners of English as a foreign language (Henceforth E.F.L) because of the enormous part that speaking skill possess in mastering this language. Nevertheless, there are number of difficulties that may prevent the students from achieving their goals due to various reasons. Therefore, teachers provide authentic language input (Henceforth A.L.I) as source of information that enables their learners to be exposed to the target language. In this vein, the present thesis attempts to investigate the role of A.L.I in enhancing E.F.L learners' oral performance through determining the students and teachers' opinions toward the utilization of A.L.I beside to the difficulties that encounter them when using authentic materials, and chiefly exploring the effectiveness of A.L.I use in learners' speaking skill development. Hence, this study hypothesizes that the use of ample language input will improve learners' speaking skill. Thereby, In order to validate the research hypothesis, a qualitative research is conducted using a case study that encompasses third year L.M.D learners of English branch and teachers of oral expression module at Mohamed Kheider University of Biskra. Meanwhile, the data gathered tools adopted in this research is designed questionnaire that was administered for a sample of 30 students and 4 teachers were chosen randomly. Thereafter, the obtain results from the data analysis and interpretation demonstrate the veracity of the hypothesis. The participants affirmed that the use of A.L.I has an effective role in E.F.L learners' oral performance improvements and also in enhancing other different skills as well. In addition to that, they showed their positive attitudes toward the utilization of authentic materials. Ultimately, the results facilitated the identification of developing learners' oral performance deficiencies that enabled proposing a number of recommendations that should be implemented.

Keywords: Speaking skill, Authentic language input, E.F.L learners

List of Abbreviations and Acronyms

A.L.T : Authentic language input

BETCA : British Educational, communication and Technical Agency

E.F.L : English as a foreign language

LMD : Lissence, Master, Doctorate

P : Page

S/he : She or he

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General Introduction

The world has seen an enormous increase in the proportion of people who use the English language and the ones who learn to use it. Because, today, the English language is considered to be the language shared by approximately all the countries around the world. It became the dominant language; people need it not only to interact with each others but in order to use it in various fields such as politics, commerce and economic.

English language learning relies on mastering the four essential skills of language which are: writing, reading, listening and speaking. These essentials feed one another, reading and listening skills impove learner's writing and speaking skills. However, learners and teachers encounter different problems mostly in the oral performance, and since the speaking skill is necessary to master the language, teachers are working on developing this skill using the A.L.I which was emerged with the establishement of communicative language teaching theory that focused on teaching learners how to use language to interact in different contexts by exposing learners to native speakers' conversations.

Previous researches confirmed that communicative language teaching method is an effective method to enhance the learners' speaking skill. In this research, the study sheds the light on the role of ample language input in developing E.F.L third year learners' oral performance at University of Mohamed Kheider Biskra.

1. Background of The Study

Using the authentic language input to improve learners' speaking skill was the focus of attention of many researchers for years. And, in order to reach answers to their questions, researchers conducted the following studies:

Kazuya and Keiko (January 2017), in their research, highlighted the role of input in second language oral ability development in foreign language classrooms. Their purpose was to investigate to what extent the increased input in foreign language classes contributes in the

development of first year Japanese university students' oral performance. Researchers, with the aim of ascertaining their hypothesises which state that: 1- Japenese students may become fluent in E.F.L; however, during the first semester, the use of their lexicogrammar may become accurate and complicated; 2- the prosodic accuracy may be enhanced by the students gradually especially in the second semester; 3- the segmental accuracy improvement may be limitted under the conditions of foreign language; they elicit the automatic speech of the students at different periods in one academic year, and then it was judged by linguistically trained programmers for pronounciation, vocabulary, grammar and fluency qualities. At the end, the analysed statistics showed that the input has great role in developing the students' speaking skill.

Furthermore, Amina (2017), conducted a research about 'Teachers' Attitudes Towards Authentic and Non-Authentic Materials in E.F.L Speaking Classrooms ' because still there are some scholars support the use of non- authentic materials in E.F.L classes. She hypothesised that teachers show the students how to use different structures in real life by using the authentic materials in the class, and she added that teachers may use shared sources as movies, songs, TV programs, cartoons, menus, books videos, and CD roms as an authentic materials by taking into their consideration the cultural background, the needs, the capacities and the interests of the students. Her experiment consists of two different instruments of research which are: classroom observation and questionnaire in order to elicit the attitudes of the teachers toward the authentic and non-authentic materials in E.F.L classrooms. The classroom observation lasted for four lectures with the first year students at Telemcen University; the non-authentic matrials were used in the first two lectures while the authentic ones were used in the other two sessions. Amina, during her observation, concentrated on: the organization of the content, teachers-students interaction, the body language and the nature of the speech, and the use of the authentic and non-authentic materials. However, the questionnaire was for 12 oral expression teachers; it contains 11 questions about the teachers experiences, the difficulties that faced them during their teaching

experiences, the kind of materials they use, their attitudes toward the authentic and non-authentic materials in addition to the students attitudes too, and if the authentic and non-authentic materials are beneficial in improving the speaking skill. After collecting and analysing data, the results presented that the authentic materials have an effective impact on enhancing the students' oral proficiency while the non-authentic materials are used to teach the structure of the language

Along with the same path, Salha (2018-2019), in order to confirm her hypothesis which stated that students will express new thoughts and discuss them with each other; in addition to, their speaking skill will be enhanced, if teachers stimulate them and use the authentic materials inside the classroom; she made a quantitative and qualitative research to investigate the importance of using the authentic materials as motivational strategy in developing the oral performance of third year students of English at Abdlhamid Iben Badis University of Mostagenam. According to Salha, students should have opportunities to speak English more fluently and accurately. For that reason, she used two different methods in her investigation; she made questionnaire, which divided into three parts: general informations, the students' attitudes toward the authentic materials and the difficulties that faced them, for 30 students, were chosen randomly; furthermore, she made an interview which consits of 10 questions for 4 teachers of oral expression module which tackled their views about using the authentic materials inside the classroom and the problems that encountered them in teaching speaking skill. Finally, The data were analysed, the hypothesis was confirmed and the conclusion demonstrated that speaking skill will be improved by using the authentic materials.

As showen by the previous studies, although the places of studies, the participants and the methods used are different but the results were the same. Researchers agreed that using the authentic input has an effective impact on the majority of learners' oral performance, and this is what will be discussed in our research.

2. Statement of The Problem

Learners and teachers of E.F.L concentrate on communicating correctly using the target language because one of the main purposes of learning foreign language is to be able to exchange and to share knowledge with others using this language. However, both students and teachers have different difficulties in learning and teaching the speaking skill; for that reason teachers aplly some activities which includes the A.L.I inside the classroom in order to overcome those problems.

Unlike the old methods that focus only on the grammatical rules, memorization and translation which leads to students with poor speaking skills, using the A.L.I in classes encourages the learners to be more involved into interactions and disscussions in order to improve their oral perfomance.

In the other hand, although some of the communicative activities were applied in oral expression sessions at Mohamed Kheider University in Biskra; there is a percentage of third year students, who will graduate, are still incapable to interact using the English language. In this respect, our research tries to determine the role of authentic language input in developing students' oral performance.

3. Research Questions

1. Why is the use of the authentic language input required in teaching speaking skill for English as a foreign language learners?

2. To what extant can the use of the authentic language input reduce the learners' speaking difficulties ?

3. What is the teachers and the students' attitudes toward the use of authentic language input inside the classroom ?

4. Research Hypothesis

Throughout the present study, we hypothesize that the use of ample language input will improve E.F.L learners' speaking skill which will make both students and teachers satisfied for its' use.

5. Research Significance

The current research will make a significant contribution in the field of teaching E.F.L and in real life communication. It demonstrates for both teachers and students how the use of the authentic materials is more beneficial than other old methods in order to develop learners' speaking skill which leads them to communicate more fluently and accurately.

6. Research Aim

The purpose of this study is to reveal the effects of using the A.L.I in improving E.F.L learners' speaking skill through:

- Identifying the learners' speaking skill weaknesses and the reasons behind them.
- Revealing how the use the A.L.I inside the classroom can be helpfull to overcome those weaknesses.
- Determining the teachers and the students' difficulties in using the A.L.I
- Describing learners and teachers' attitudes toward the use of A.L.I and its' role in enhancing their' oral performance.

7. Research Methodology

The present research is qualitative research which seeks to discover the role of A.L.I on E.F.L learners' speaking skill through using questionnaire in order to gather primary data from a sample of oral expression teachers and third year students in the departement of English at Biskra University, who have been chosen randomly. Subsequently, data will be analysed to determine the main results.

8. Data Gathering Tools

According to the nature of the present research and the surrounding circumstances, the suitable tool that we use to reach our goal is questionnaire. The questionnaire which are designed for teachers of oral expression module contains 9 open-ended questions. Whereas, the questionnaire which are prepared for third year students composes of 15 questions, the most of them are multiple choice questions and the few of them are open-ended one which are dedicated for explanations. Those both questionnaires aim to gather the necessary information and to discover their opinions and attitudes toward the role of A.L.I in improving learners' oral performance.

9. Population and sample

The case study used in the following research are third year students and oral expression teachers in the departement of English at Biskra University. However, due to the time and money restrictions and the spread of Corona-19 Virus also, our research deals with a sample of 30 students and 4 teachers of oral expression in order to reach our goals

10. Research Stracture

The present thesis is devided into a theoretical part which is demonstrated in the first two chapters and practical part which is expounded in the third chapter. The first chapter deals with speaking skill and its' aspects which represent in its' elements, importance, difficulties, in addition to classroom activities used to teach speaking skill beside to foreign language teaching methods views toward speaking skill. Furthemore, The second chapter provides a background information about the A.L.I, its' advantages and disadvantages, comparaison between the authentic materials and non authentic one beside to mentioning the relationship between A.L.I with culture and motivation of the students. Evantually, the last chapter is concerning with the field work in which there are the analysis and the interpretation of the gathered data obtained from students and teachers' questionnaire and the main findings.

Chapter One

The Speaking Skill

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Introduction

The speaking skill is an essantial aspect in the foreign language teaching/learning process. It is a productive skill which was neglected by number of scholars in the past, but throughout the years, they discovered its enormous importance, and it became one of the main goals of language learning, since it is used more than writing to explore the outside world. However, It is a difficult skill to be achieved for learners due to its different requirements of competencies, in term of linguistics, pragmatics, discourse. This aspect needs to be improved by the collaboration of both students and teachers to enhance foreign language learners' oral performance. Chastain says that "speaking is a productive skill that involves many components, such as grammar, strategy, sociolinguistics and discourse. For him speaking is more than simply making the right sounds, choosing the right words or getting the constructions correct " (1998, as cited in Teaching The Productive Skills to The Students: A Secondy Level Senario,2015,p.10)

In this respect, the following chapter presents the theoratical background of the speaking skill which deals with elements related to it which are: the speaking skill components, the teaching methods, classroom activities to teach speaking, in addition to its' importance and the difficulties that encounter the students when speaking.

1.1 Definition of Speaking

Speaking is tool of communication that occurs through producing expressive language using the mouth. Speaking, as a physical process, refers to people's use of their lungs, vocal tracts, vocal chords, tongue, teeth and lips if they intend to speak , Kurudayioglu defines it as : " While speaking, the breath goes out by hitting these organs: lungs, trachea, larynx, vocal cords, nasal cavity, nasal passage, palate, gums, teeth, tongue and lips. These organs must work in a harmony to create speaking" (2011, as cited in An Investigation Into EFL Students' Difficulties in Speaking Skill, 2017/2018, p. 11). However, the speaker has at least one listner; both of them can exchange their roles from listner to speaker and vice versa, in order to create a conversation

or dialogue. Moreover, speaking is considered to be a psychological process. Liu and Fan believe that, the process of speaking refers to the psychological process that the speaker produces one utterance and the hearer understands (2014, as cited in An Investigation Into E.F.L Students' Difficulties in Speaking Skill, 2017/2018, p.12).

Therefore, speaking is the medium that relates people together and distinct them. Whereas, the ability to use this medium to achieve one or more communication goals, such as: exchanging ideas, opinions and feelings in the target language refers to one of language productive skills which is speaking skill. Furthermore, speaking can be interactive, partially interactive, and non interactive.

1.1.1Interactive speaking

Bygate says "Speaking becomes interactive when the participants offer contributions at proper moments, with no gaps or everyone talking over with each other" (1998, as cited in An Investigation Into E.F.L Students' Difficulties in Speaking Skill, 2017/2018, p.16). So, interactive speaking is a conversation, which can be performed face to face or on telephones spontaneously, where the listner and the speaker are listening and talking mutually, so they can clarify and repeat for each other to understand.

1.1.2Partially Interactive Speaking

This type of speaking is used when only person is speaking and the others are listening to him/her without responding or asking questions such as giving speeches to the audiance.

1.1.3Non Interactive Speaking

This type of speaking refers to speeches which are recorded such as: songs, poems and radio broadcast.

1.2. Elements of Speaking Skill

The speaking skill is divided into three elements: comprehension, fluency and accuracy.

1.2.1Comprehension

Comprehension is an essential component of interaction, which refers to students'

competence to understand other's words. One can not respond to a message without

understanding it.

1.2.2Fluency

Learners with fluent speaking indicate that they have good understanding of the spoken

language. Speaking fluently requires expressing language correctly, smoothly and in a coherent

way to maintain the flow of the speech. As Hedge explains it: " 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 " (2000, as

cited in Developing the Students' Speaking Skill through Communicative Language Teaching,

201, p. 36/37).

1.2.3 Accuracy

Accuracy refers to the right use of the language aspects, which are: vocabulary, grammar and

pronounciation.

1.2.3.1 Vocabulary

Expanding vocabulary through learning new words and using them daily improve learners'

speaking skill. Furthermore, learners with limited vocabulary can not percieve or recieve the

correct meaning of both spoken and written messages or ideas, as it was stated by Lesaard

(2013): "Vocabulary can be defined as the words of a language, including single items and

phrases or chunks of several words which convey a particular meaning, the way individual words

do"(as cited in Transactional Communication Strategies to Influence Pre-service Teachers'

Speaking Skill, 2018, p.37).

1.2.3.2 Grammar

Williams (2008) says: "Grammar is the formal study of the structure of a language and describes how words fit together in meaningful constructions" (as cited in Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill, 2018, p.36). This refers to the necessity of the well organization of words in sentences and the correct arrangement of sentences while speaking in order to make the listner have clear understanding; however, grammar alone is not sufficient to produce a comprehensible speech.

1.2.3.3 Pronounciation

Imitating native speakers' pronounciation, repeating them while interacting and learning E.F.L phonetics by focusing on stress, intonation, volume, and speech-pace leads to enhancing students' articulation of words which facilitates the speaking process. Pronounciation is defined by Kline as " the way for students to produce the utterance of words clearly when they are speaking" (1998, as cited in Transactional Communication Strategies to Influence Pre-service Teachers' Speaking Skill, 2018, p.36)

1.3 Communicative Competence

Communicative competence refers to the ability of interacting effectively in different sociocultural contexts or situations to achieve one of the communication goals, as Liams, Mullany and Stockwell say about it : " the ability to use language appropriately and effectively in different situations and for different purposes and audiences. " (2006, as cited in Teaching The Speaking Skill : Speaking Activities to Develop Learners' Communicative Competence, 2010, p.19). Furthermore, it is the main purpose behind learning foreign language which is producing meaningfull utternace, not memorizing rules. Also, Communicative competence includes various components which are: linguistic, sociolinguistic, discourse, strategic and pragmatic competencies.

1.3.1 Linguistic Competence

It was introduced by Noam Chomsky, then it was developed by other linguists. It is the possibility of producing number of correct sentences in term of grammar, syntax and vocabulary.

1.3.2 Sociolinguistics Competance

It is knowing how to associate the utternace with the setting, subject of the conversation and the social relationships

1.3.3 Discourse Competance

It refers to the ability to combine words or sentences to create coherent and related speech

1.3.4 Strategic Competance

It is learners' ability to deal with different communication breakdowns such as misunderstanding to keep the conversation continue

1.3.5 Pragmatic Competence

It is the comprehension of the speech, oral messages, in term of pragmatic meaning which means that it goes beyond what the speakers say, and understands their intended meaning through speech acts and conversational implicatures comprehension.

1.4 The Importance of The Speaking Skill

Mastering E.F.L speaking skill is considered as an indicator of students' superiority in using the English language and it is one reason of learning this language in order to communicate effectively not only inside the classroom but also outside its' barriers in different speaking situations.

In addition, as Baker and Westrup metion : " A students who can speak English well may have a greater chance for further education, or finding employment and gaining promotion . " (2003, as cited in An investigation into EFL Students' Difficulties in Speaking Skill, 2017/2018, p.14). Speaking fluently and accurately using the target language is required to complete educational studies, to do jobs to the fullest, and to build international relationships, through

allowing learners to express themselves to the external world and giving them the opportunity to reveal it through discussions, negotiations and presenting their ideas, opinions and feelings, because speaking skill is the medium that connects and unites people with one another in different domains.

1.5 Foreign Language Teaching Methods to Speaking Skill

Teaching foreign language has been the focus of attention of linguists in the past and it remains as it is untill now due to its significant. In addition, a number of teaching methods were established in this field; each method has its' own concerns which differentiate it from the others.

1.5.1   The Grammar Transitional Method

It is an ancient method which is derived from old teaching method of Greek and Latin around the late of 19th centry and the early 20th centry. It focused on teaching foreign language through memorization of grammatical rules, the translations of sentences and learning vocabulary, word by word. As Richards and Rodgers (1986) clarify that grammar translation is method of studying a language that begins with analysing grammar rules, then applying this knowledge in translating texts or sentences from the learners mother tongue to the target language and the opposite.

However, it neglected the role of both speaking and listening skills which led to the students' lack of communication using the language. For that reason, the grammar transitional method was criticized and new foreign language teaching methods were emerged.

1.5.2   The Direct Method

The Direct Method was established, around 1900s, as a result to grammar transitional method weaknesses and the other methods that focus only on reading literary texts and translating more than the oral performance. The Direct Method's aim was to develop speaking skill through reducing the use of the first language and the memorazition of rules in teaching process, and start enggaging in interactions, in form of questions-answers, using the target language in order to

creat fluent speakers who can produce correct pronounciation of words and grammar, as Richards and Rodgers (1986) say that in the direct method, communication proficiency is built upon structred staged advanecement concerning the questions and the answers between the students and their teacher.

In the other hand, teachers who use this method may ignore reading and writing skills because their purpose is developing foreign language learners' pronounciation, which is the reason of the students' deficiency in real life communication.

1.5.3   The Audio-Lingual Method

The audio-lingual method is the first linguistic theory, that emerged and was used in world war two because the armies need to speak fluently using the allies and enemies' languages; therefore, it was named the army method. Thereafter, the audio- lingual method became a foreign language teaching method with its special features that make it one of the most popular and modern methods which are widely used until now. Furthermore, audio-lingual method classes focus on repetitive drills, using materials, by paying more attention to pronounciation and giving less importance to grammar rules, since speaking with the target language is used before writing texts as Johnson (2001) declare that audio-lingual method's first priorities is speaking because it is the first skill that become proficient by enfants.

1.5.4   The Silent Method

It is foreign language teaching method which was created by Caleb Gattengo in the early 1970s and as its' name indicates, this method relied on silence as a language teaching technique, in which the learners are supposed to be active inside the class in order to discover information by themeselves, because it was tottaly focused on learning autonomously which promotes students' relationship with each other and richs their vobaluray; whereas teachers playing the role of monitors to students' achievements of the language, and this is the point of this method weakness, because the students need more guidnace and feedback in addition to be motivated to

communicate using the target language, but this was not applied in this method due to the teachers' over silence.

1.5.5   The Total Physical Response Method

It is method for foreign language teaching which combined speeches and actions together to teach a language. It was developed by James.A Asher. One of the total physical response main principles was that second language can be learned as the first one, in form of commands which are placed by the teacher and students physical reaction to those orders. Richards and Rogers proclaim that foreign language learners have to imitate the process of children's acquirement of their native language; however, this question-response process is the only type of students-teacher interaction inside the class, because the total physical response concentrated on improving learners' comprehension and listening skills before start producing the oral performance. In addition, The total physical response method, unlike the other methods, dealt with the students' psychology inside the classroom, and it worked on providing a comfortable atmosphere to the students because learning foreign language can only be succeedes by minimizing the stress filter, as Richards and Rogers say that teaching process should reduce the stress of the students.

However, total physical response was criticized because this method was usefull only for the beginner learners of language and not for the adult ones, and it did not give the chance to students to express themeselves because they only do the tachers' commands.

1.5.6   Suggestopedia

It is foreign language teaching method that was created by a Bulgarian psychologist educator Georgi Lozanov. This type of methods provides comfortable and relaxed atmosphere inside the classroom through the use of music, colorfull pictures, ornaments walls, organized furniture and student-teacher intimate relationship in order to motivate the students to use their mental process to suggest and learn, as Brown states : " the human brain could process great quantities of

material if given the right condition for learning, among which are a state of relaxation and giving over the control to the teacher '' (2000, as cited in Developing the Students' Speaking Skill through Communicative Language Teaching, 2013, p.10) . Suggestopedia used 4 main stages, which are presentation, active concert, passive concert and practice, in its activities which may include listening, reading text, nuilding dialogues and explaining grammar and vocabulary. It also allows the students to make mistakes but feedback comes later by the teacher.Yet, this method can be applied in classes with limitted number of students, and by teachers who are intelligent enough to do not let the music distract the students' attention.

1.5.7   Communicative Language Teaching

It is usually considered as an approach, not a method, which is called the communicative approach to the second/ foreign language teaching which puts much emphasis on communication or interaction as a tool in the teaching/ learning process to develop learners' communication profeciency. Richards and Rogers mention that American and British supporters of communicative language teaching consider it as an approach rather than teaching method that sees the objective of language teaching is communication profeciency.

In addition, communicative language teaching method required E.F.L learners and teachers to use authentic materials such as texts in classroom activities and to communicate using daily life language in teaching/learning process in order to prepare the students to interact effectively using the target language in different contexts and situations outside the classroom. For that reason, communicative language teaching method concetrated on motivating the learners to produce meaningfull language and to make them undersatndable for the listners, rather than memorizing grammatical rules or imitating native speakers' pronounciation of words.

Nevertheless, communicative language teaching method, and like the other methods, had some points that it neglected but critics have highlighted them, as Deckert, G (2004) says :

Reports abound on the practical difficulties of implementing a communicative approach when teaching English in English-as-a-foreign language (EFL) settings. These settings are the environments in which students have little exposure to English outside the classroom. Some reports attribute the failure of the approach to inadequacies of the teachers themselves. Part of the problem stems from the instructors' misunderstanding of the very nature of communicative language teaching (CLT). Thus, it is found that even when using textbooks designed for communicative activities, teachers tended to revert to traditional teacher-centered routines. Teacher trainers sometimes simply fail to equip teachers with the skills and techniques they need for implementing CLT in their classrooms.

Therefore, communicative language teaching is not suitable for every teacher and classes, espacially the beginners. Also, due to its overemphasis on real communication contexts, it neglected the context where the teaching/learning process takes place. Lastly, it required the teachers to be very knowledgeable to use the authentic materials appropriatly, otherwise the course would be ruined.

1.6 Teaching The Speaking Skill Activities:

Teaching speaking skill classes' main purpose is to improve learners' oral proficiency, and this can only be achieved by the use of different classroom activities which give the opportunities to learners to discover their abilities and weakeness in speaking using the target language in addition to working on developing their current level.

1.6.1   Story Telling

Through this exercise, the teacher allows the students to summarize an event, idea or story that can be fictional, factual or personal to promote their speaking ability. For example, the teacher asks the students to share with each other their funny situations which happened to them in their childhood.

1.6.2   Role Play

In this activity, students are required to represent other characters different from the ones they have and to communicate according to the role requirement. This helps them experimenting different roles in society and becoming familiar with their ways of speaking. McDonough and Shaw stat that " One way of getting students to speak in different social contexts and to assume varied social roles is to use role-play activities in the classroom " (2003, as cited in An Investigation Into EFL Students' Difficulties in Speaking Skill, 2017/2018, p.34/35).

The role play activity is similar to simulation activity; hewever, they differ in that simulation allows the students to use items which are related to the role or charcter they play.

1.6.3   Discussion

This activity is widely used by the teachers in order to encourage the students to express their ideas and opnions, and defend them about a certain topic chosen by the teacher to avoid students' empty talk; however, in some cases the teachers allow the students to angage in free discussions to bring out the skills they have. Furthermore, The discussion activity requires dividing the classroom students into small groups, where each group presents their ideas and arguments, provided that all group members participate in the presentation, in order to convince the other group to achieve the discussion objectives.

1.6.4   Information Gap

According to Harmer (1998) " one type of speaking activity involves the information gap while two speakers have different parts of information making up a whole, because they have different information and there is a gap between them " (as cited in An Investigation Into EFL Students' Difficulties in Speaking Skill, 2017/2018, p. 33). This activity focuses on finding the missing information, which is already known to only one student; this student should speak and share the needed information effectively to their classmates so that they can recognize what is missing and fill the gaps.

1.6.5   Presentation

To do this activity, the teacher gives a certain topic to each one of the learners, or he/she allows them to choose for themeselves, and asks them to search for information about this topic, then each student sharre the found knowledge with his/her classmates in structured way and in limitted period of time.

1.6.6   Interview

It is a conversation between the student and the interviewee in order to obtain information for specific objective, in which the interview questions are made by the student according to the rubric chosen by the teacher. This type of activities allows the students to be more socialized because the interview activity requires them to interact with people outside the classroom.

1.6.7   Picture Narrating and Describing

Teachers may use pictures inside the classroom in two ways: narrating and describing. The first one is by making the students see sequential pictures and asks them to tell the story in the picture. Whereas in the second one, the students see only one picture and discuss in groups the description.

1.7 Types of Classroom Speaking Performance

The type of speaking inside the classroom vary according to the different conversation's purposes and the level of the students. Those types are:

1.7.1   Imitative Speaking

Imitative speaking is drill that focuses on repeating the vocal sounds, which means that students are only supposed to listen to what is saying to them and to reproduce it focusing on the pronounciation of the words.

1.7.2   Intensive Speaking

It puts much emphasis on envolving the students in oral activities intensively such as: reading loudly, with the aim of enhancing their speaking accuracy.

1.7.3   Responsive Speaking

This type of speaking contains short and edequate responses to simple questions between the teacher and the students.

1.7.4   Transactional Speaking

Transactional speaking is carried out in convesations between teachers and students, or between students, to negotiate and exchange ideas.

1.7.5   Interpersonal Speaking

Unlike the transactional speaking, the interpersonal speaking is used in spontaneous interaction which its' aim is not only to exchange ideas but to maintain the social relationships by showing interests through body language and focusing on the messages.

1.7.6   Extensive Speaking

Learners with advanced levels use this type of speaking in oral activities which concentrate on monologue such as reporting.

1.8 Difficulties of Speaking Skill

Beside to the importance of teaching foreign language speaking skill, there are various challenges that may encountre the learners in their learning process:

1.8.1 Pronounciation

The mispronounciation of words leads to the misunderstanding of messages, because the meaning of the word is related to its pronounciation. Furtheremore, E.F.L learners may have difficulties in articulating specific phonemes, and this can be caused by the interference of their mother tongue; therefore, the wrong pronouncing of words hinders the students' speaking skill of English language

1.8.2 Vocabulary and Grammar Constraints

Vocabulary and grammar are essentials to convey the right meaning of the message; however, learners with poor vocabulary can not express themselves correctly because they do not have the

necessary and the needed words to use in their utternaces. Along with the same path, the misarranging of words and the wrong use of the tenses of verbs may give a wrong perception to the listner

1.8.3 Poor Listening Practice

Listening to native speakers' speeches promotes learners' oral performance through giving them the opportunity to rich their vocabulary and to correct their mistakes in speaking, such as mispronounciation of the words. This allows them to have better understanding to others and to become understandable for them because listening and speaking are interrelated skills that complete each other. Anderson and Lynch tell, "A carefully prepared L2 utterance is only a useful aid to communicate if the speaker can deal effectively with replies he receives. For the L2 learner in conversation, he needs to skilled as both speaker and listener"(1988, as cited in An Investigation Into EFL Students' Difficulties in Speaking Skill, 2017/2018, p. 27); for that reason, poor listening practice limits speaking skill enhancement.

1.8.4 Low and Uneven Participation

Crowded classrooms have an impact on learners' participation inside the class because they would not have an equal opportunities to speak and to express their thoughts. Students would be divided into a group that is always participating, a group that is moderately participating according to the questions, and a group that does not participate at all; this is what make the last group has more difficulties to develop their speaking skill.

1.8.5 The Use of The Mother Tongue

Speaking using the mother tongue rather than the English language is commonly used between students, especially in pairs or groups activities, because they feel more comfortable and they can understand each other clearly using their first language; and this is one of the consequences of having poor vocabulary.

1.8.6 Lack of Motivation

Lack of motivation inside the classroom leads to passive students, which means that feeling boring during the lesson limits the participation of the students; and this relys on the students' interests of topics, and the teacher attitude inside the class.

1.8.7 Inhibition

Unforunatly, learners' worries and fearness from making mistakes and errors which may embarrass them in front of their classmates prevent their speaking skill developement, as .Davies and Pears (2000) state: " Many people do not like speaking in front of large groups of people. This is especially true in a foreign language, because we may worry about producing utterances with many errors or oddities in them " (as cited in An Investigation Into EFL Students' Difficulties in Speaking Skill, 2017/2018, p.24)

Conclusion

In the previous chapter, we demonstrated an overview about the speaking skill. It contains various elements in which we have discussed its significant in foreign language teaching due to its role in our real life communication; in addition, we have mentioned E.F.L teaching methods' attitudes toward it and the activities used by the teachers in classroom to teach it. Then, we conclude it with the most common difficulties that may encounter the learners while speaking that we aimed to overcome

Chapter two

The Authentic Language Input

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Introduction

Teaching E.F.L has focused on teaching learners more than just knowledge about the language, it also ames them on how to use it in different contexts. For that reason, teachers tend to apply the communicative language as a teaching method inside the classroom in order to make students exposed to real language as input to be recieved through the use of authentic materials.

Therefore, this second chapter presents an overview about A.L.I, starting from its' definition in addition to its' realtionship with culture and motivation. Also, it mentions the common differences between authentic and non- authentic materials, then it shiftes to the types of authentic materials, its' sources, the factors that should be taking into consideration when selecting them, the benifits and demerits of using it inside the classroom. Posteriorly, it tackled the role of the teachers and the learners' needs.

2.1 Authenticity

Authenticity was the core of several E.F.L teaching appraoches such as the communicative language teaching one. Tatuski (2006) associated its meaning with the following words: truthfulness, reliability, realness, validity, creadability, genuiness, and legitimacy of materials or practices. (as cited in A Critical Look at The Concept of Authenticity, 2007, p. 150). Therefore, authenticity refers to the native speaker speeches, either written or spoken, in its' origin, not the modified sample of it, as it is defined by Morrow 1977; Porter & Roberts 1981; Swaffar 1985; Nunan 1988/9; Benson & Voller 1997 : " Authenticity relates to the language produced by a real speaker/writer for a real audience, conveying a real message " (as cited in Authentic materials & authenticity in Foreign Language Learning, 2007, p.3).

2.2 Types of Authenticity

2.2.1 Text Authenticity

 Morrow (1977) says: " An authentic text is a stretch of real language, produced by a real speaker or writer for a real audience and designed to convey a real message of some sort. " (as

cited in Authentic Materials & Authenticity in Foreign Language Learning, 2007, p.4). Therefore, the authenticty of texts refers to the target language input that students are exposed to in order to enhance their abilities to understand original texts as the native speakers.

2.2.2 Authenticity of Learners ' own Interpretations of Such Texts

This type of authenticity requires the knowldge of communication rules that belongs to the target language to have an accurate comprehension to the intended meaning of the authentic texts.

2.2.3 Tasks Authenticity

It refers to the use of authentic materials to engage learners in genuine conversations to achieve authentic purposes of learning. In this respect Breen says that : "… May be the most authentic language learning tasks are those which require the learners' undertake communication and met communication. " (1985, as cited in The Role of Authentic Audio-visual Materials in Enhancing EFL Students' Speaking Skill, 2019/2020, p. 28).

2.2.4   Authenticity of the Actual Social Situation of the Language Classroom

Classroom authenticity means creating an appropriate environement and providing authentic materials that enable learners to interact with each other as in social contexts to articulate their problems, achievements and strategies of learning.

2.3 The Authentic Language Input Definition

We deduce from the authenticity defintion and its types that authentic input refers to the target language, which is produced by the native speakers with the aim of fulfilling real communication purposes and not for teaching foreign language ones, that learners are exposed to while listening and reading, and that the ample language input is the basis of teaching foreign languages that can be utilized in the learning process through the use of the authentic matrials, as Saderson (1999) defines it: " authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for ESL students… " (as cited in

The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms, 2013, p.6) .

Moreover, scholars have disagreed about the involvement of authentic input in the field of teaching foreign language. So, there are those who have promoted this idea and considered it as the main part of the teaching process such as Willis (1990, as cited in Exploring English Language Teaching, 2011, p. 192), in his words:

> Contrived simplification of language in the preparation of materials will always be faulty, since it is generated without the guide and support of a communicative context. Only by accepting the discipline of using authentic language are we likely to come anywhere near presenting the learner with a sample of language which is typical of real English.

On the other side, Widdowson, Carter, and others, emphasize that the artificial or the simplified language is more comprehensible for the learners and more appropriate to teach foreign language because learners are not supposed to use the target language as the native speakers do due the differences in the location and culture, as Widdowson says: " The whole point of language learning tasks is that they are specially contrived for learning. They do not have to replicate or even simulate what goes on in normal uses of language. Indeed, the more they seem to do so, the less effective they are likely to be " (1998, as cited in Exploring English Language Teaching, 2011, p. 193)

2.4 Authentic Materials And Culture

It is known that culture refers to 'the way of life' that belongs to specific group of people and distinguishes them from other groups. It consits of shared beliefs, norms, values, attitudes, traditions, religion and roles that transmitted from one generation to another. From this respect, culture content was considered as a significant component in teaching E.F.L, and it was proposed by different learning theories to be used inside the classroom in order to rich learners'

background about the target culture because learning foreign language requires not only knowing it's vocabulary, grammar and pronounciation but also going beyond it's linguistic items in order to accsess it's different meanings that appear through culture exposure. Therefore, a relationship between culture content and authentic materials was created due to the effective role that the use of authentic materials has in exposing real life communication that belongs to native speakers in different sociocultural contexts, which demonstrates the significance of using authentic materials in teaching E.F.L. However, the overuse of target culture through authentic materials may results bad influence on students' attitudes toward learning E.F.L because it may contain bizarre content that is different from that owned by learners, which may be offensive to their beliefs and religion. For that reason, teachers must be selective in choosing the culture content when using the authentic materials.

2.5 Authentic Material And Motivation

Authentic materials include an enormous variety of language input that show various styles of language with different forms that do not found in traditional teaching materials. It leads to strengthening the relationship between the language used in class and the external world through exposing the learners to real life communication. Furthermore, despite what those materials offer within the classroom, researchers, such as Brinton, Cross and Peackock, have acknowledged the authentic materials' role in motivating the students, as Peackock (1997) assentes about the authentic materials' efficient role: "Increasing students' levels of on task-based behaviour, concentration and involvement in the target language activity more than any artificial material", (as cited in Developing Learners' Communicative and Pragmatic Competence Using Authentic Language Data, 2016, p.46), and this is due to number of reasons that make learners stimulated. First of all, authentic materials meet the learners' needs and interests which make them more receprive to use the materials. Second, it allows them to discover the external world and acquire new and true knowledge. Third, it focuses not only on

the structures of language but also on the way to use it in communication. Also, it contains evidence showing that the language used is authentic, as Nuttal (1996, as cited in Developing Learners' Communicative and Pragmatic Competence Using Authentic Language Data, 2016, p.43) says: " Authentic texts can be motivating because they are proof that the language is used for real-life purposes by real people". Last and not least, researchers, as Cross, believe that if learners knew that they had the ability to use the materials and deal with them, they would be stimulated automatically.

In the other hand, another researchers claimed that one can not reveal that if authentic materials truly have an effective impact on learners' motivation for different reasons. One reason is that there is no particular and definite defention for the word 'authenticity' in literature. Another reason is that investigations about the positive impact of authentic materials on learners' motivation rely on subjective data that can not be generalized. And the last reason is that the needs and goals of learners may influence their attitudes toward the authentic materials because learners want to be exposed only to what they need, not to obtain extra information.

However, even if there are difficulties in measuring the success of authentic materials in motivating the students, the authentic materials still has motivational impact on learners more than traditional materials and involve them into real life communications.

2.6 Comparaison Between Authentic And Non-authentic Materials

Through the use of both authentic materials, which are used for real communication purposes, and the non-authentic materials, which are designed to accomplish teaching goals, both teachers and students can notice the difference in their characteristics, as Hedge (2000) did (as cited in The Role of Authentic Audio-visual Materials in Enhancing EFL Students' Speaking Skill,2019/2020, p.35). The table below shows number of differences between them:

Authentic Materials	Non-authentic Materials
1. Real language	1. Selected, designed language
2. Vernacular language	2. Formal language
3. Its' production is spontaneously	3. Its' production is contrived
4. Used as it is with no changes	4. adapted for specific aspect
5. Provide culture information	5. Provide only what students should learn
6. Speakers interrupt each other	6. Speakers perform organized conversation
6. The use of ellipsis	6. No ellipsis
7. Actual intonation	7. Exaggerated intonation
8. Accents diversity which may lead to misunderstandig of words.	8. Understandable pronounciation of words.
9. Long sentences with complex grammar and vocabulary	9. simple, correct and familiar vocabulary and grammar structures used
10. Related to learners' needs and interests	10. Related to what should be taught at the point.

Table 2.1 : Comparison between authentic and non- authentic materials.

2.7 Types of The Authentic materials

Authentic materials are classified according to their different use that suits different learning styles and purposes. So, authentic matrials can be categorized into:

2.7.1 The Authentic Audio-Visual Materials

The audio-visual materials are the one which combine between watching and listening the manner native speakers use their language in certain social context. And although they are

difficult to be provided, they are the most beneficial materials in E.F.L teaching process comparing with the other remnant one because they relate what the learners see to what they hear which facilitates their understanding.

2.7.2 The Authentic Visual Materials

This type of materials is widely used with various levels of learners. Teachers use different pictures, paintings or drawings, that belongs to native speakers, to help beginner learners to associate them with their names or meanings, while learners with advanced levels are required to communicate what they are seen.

2.7.3 The Authentic Audio Materials

Teachers use recordings of various sounds, which can be songs or speeches, by memorizing them and playing them inside the classroom so that students can listen to the content.

2.7.4 The Authentic Printed Materials

It refers to any written materials produced by native speakers to native readers or readers with high level of comprehension to English language. Those materials demonstrate how native speakers communicate their ideas and information in a peice of writing, in term of coherence and coherent of the texts, grammar rules and vocabulary used which contribute in improving E.F.L learners' writing skill.

2.7.5 Realia

It is the utilization of authentic concret objects from daily life when teaching foreign languages which achieves authenticity inside the classroom.

2.8 Sources of Authentic Language Input

Due to the development of technology, it is becoming more likely for teachers to be able to access to an adequate resources that provide authentic language input that suits learners' needs, interests, levels and age to utilize it teaching process.

The most common sources used by teachers are:

2.8.1 Literature

Authenticity of literature refers to the original books which contain the first language of the authors and their different purposes rather than teaching foreign languages. Mishan (2005) : " writing that are valued for their beauty of form, specially novels and poetry and plays etc. " (as cited in The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms, 2013, p.10). So, literature can take different forms as novels, stories, expository texts and poetry... etc which can be used with different levels of learners because it has significante importance in riching students' knowledge, as Norton said (1991) : " Literature entices, motivates, and instructs. It opens doors of discovery and provides endless hours of adventure and enjoyment "

2.8.2 Newspappers

They are authentic printed materials that used as motivational tool to teach foreign languages because it tackels different issues and information that can be gathered about foriegn culture that enable students to improve their comprehension, as Mishan (2005) says : " Newspaper is probably the best single source of information about the contemporary culture of country ". (as cited in The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms, 2013, p.12).

2.8.3 Internet

The internet, as it is known, is the key of the external world due to its' feature in bringing people closer to each other and enablig them to explore detailed events and creadible information which help the students discover the language they are learning and its' use. So, the internet, as a tool of teaching foreign language, facilitates the learning process for both teachers and students not only by allowing them gaining information and other authentic tools from different cites but also by giving them the opportunity to contact with each other which allow teachers monitor students' knowledge and give them the needed feedback in order to enhance their level.

2.8.4 Broadcast Media

Because of its' frequent use by the students and its' contribution in learning new vocabulary in the target language and its' rules, broadcast media, which represent in radio and television, has been used to teach foreign languages. Mishan (2005) says : "Using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner " (as cited in The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms,2013, p.12). In addition, it was mentioned in The Use of the Media in English Language Teaching book that : "Television does, however, provide information over a wide range. The combination of sound and vision can provide language in its context more realistically than sound alone ". For that reason, broadcast media is considered as an authentic mean that can be used inside the classroom, as well as outside it, to enhance learners' different skills

2.8.5 Songs

Songs are another entertaining materials that teachers utilize inside the class through attracting students' attention to the lyrics, which are full of different vocabulary and grammar structures, while enjoying the tunes in the same time as Mishan (2005) says: " A widespread attitude in language teaching is to Treat TL songs merely as authentic example of grammar structure. " (as cited in The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms, 2013, p.13).

2.8.6 Computer Software

It is multi-service machine which is used in developed countries as study instrument for all levels, and it is defined in Oxford advanced learners dictionnairy as : " an electronic machine that can store, organize and find information. ". Therefore, through the use of computers, learners are enable to search, to explore, to play, to watch, to listen, to read, to contact others and other different activities which are under the umbrella of learning foreign language.

2.8.7 Videos

Both teachers and students prefer to use this material because videos provide them with real language and authentic culture which helps to enhance learners' skills by watching, listening and acquiring knowledge about native speakers' with both verbal and non-verbal communication expressions as Allan (1985) stats: " It presents realistic slices of life, gets students into talking, provides visual support, and offers variety and entertainment ". (as cited in The Effectiveness of Authentic Subtitled Videos in Enhancing Students' Vocabulary skill, 2016/2017, p.6)

2.9 Selection of Authentic Materials

Hedge (2000) argues that : " One solution to this problem for teacher who wish to expose learners to authentic text is to choose conversation with clear setting, role, relationships, topic and structures " (as cited in in The Use of Authentic Materials to Strengthen Students' Listening Skill in the EFL Classrooms, 2013, p. 19). In other words, selecting authentic materials is considered as problem for number of E.F.L teachers because choosing the most appropriate materials, that suit the learners' interests and learning's purposes, required them to take into their accounts a number of criteria. Those criteria are stated by Segnui in 2009 (p.46) to simplify the selecting process for teachers.

2.9.1 Authenticity

It means that materials should contain real language produced by native speakers for communication purposes.

2.9.2 Accessibility

The materials should be easy to use by the teacher, and easy to be understood by the learners.

2.9.3 Applicability

The authentic materials should serve the teaching objectives and the context

2.9.4 Adaptability

It should be adjustable according to the level, needs and interst of the learners.

2.10 Advantages of Using Authentic Language Input

Learners of E.F.L aim to master English language for different purposes such as getting jobs, higher educations, enhancing their communication profeciency and another purposes. For that reason, teachers tries to bring the classroom environement closer to the native speakers' one through the use of authentic materials.

The use of the authentic materials has shown number of benefits that help learners to develop their different competencies, which are:

a) The authentic materials enrich the learners' knowledge about native speakers' culture, norms and attitudes within society.

b) The authentic materials show the manner native speakers speak in different communication contexts i.e in daily life conversations

c) The diversity of authentic materials stimulates and captures students' attention. So, instead of using one educational material every day which makes learners bored, teachers use different types of authentic materials that suits learners interests.

d) Through the use of authentic materials, learners are enable to discover their errors and mistakes and correct them because the real leanguage input they are listen to or read is considered as a source of feedback.

e) Songs, videos, internet and another sources of A.L.I are easy to use and in the same time they are enjoyable materials for learners which help in lowering their stress

f) The authentic materials develop learners' different skills beside to their critical thinking.

2.11 Disadvantages of Using Authentic Materials

Besides the advantages of authentic materials, which are mentioned before, both teachers and learners have different obstacles while using them which may hinder their learning process.

a) The authentic materials contain strange language for learners, so it may include an ambiguous vocabulary.

b) The use of authentic materials may cause culture gap due to the differences between cultures and norms of the societies

c) The way of speaking of the native speakers in terms of the pronounciation of words, accent variation and speech speed may affect the learners' comprehension.

d) The preparation and selection of authentic materials is time consuming because it is not easy to select the appropriate material that suits learners' needs, interests and levels and the learning's purpose as well. Moreover, the unsuitable choice of the materials discourges and disturb the students.

e) Several educational institutions can not provide the necessary materials to aplicate the authentic materials inside the class such as computers.

2.12 The Role of Teachers

Teachers are the source of information inside the classroom, so they tend to utilize the authentic materials as a helpfull tools to attract students' attention and to motivate them. However, in order to use the materials succefully, teachers are required to chose them carefully according to the learners' needs, interests, level and age. For that reason, Spelleri (2002, as cited in Authentic Materials: Towards a Rtional Selection and an Effective, 2009) stated three roles that teacher should do to make them accessible:

✓ Filter: teachers should take learners' needs, interests and levels when presenting language

✓ Culture Guide: Teachers should explain any existing cultural information

✓ Objective Chairman: The teacher should be neutral listner if clashes occur during debates.

Indeed, the role of the teacher changes according to the different situations in which S/he is in inside the classroom; in addition, the teachers must be able not only to perform their role to the fullest but also to be able to move from one role to another in a smooth manner without any

difficulties, as Harmer (2001, as cited in Developing Learners' Communicative and Pragmatic Competence Using Authentic Language Data, 2016, p.67) categorizes the teachers' role into :

✓ The teacher as planner and facilitator of situations and suitable learning contexts

✓ Developer, creator and adapter of materials and resources

✓ Assessor, guide and facilitator of knowledge

✓ Evaluator.

Nonetheless, a considerable number of teachers may have various difficulties in using authentic materials due to thier lack of competencies and training in utilizing different technologies. For this reason, BETCA (British Educational, communication and Technical Agency) (as cited in Developing Learners' Communicative and Pragmatic Competence Using Authentic Language Data, 2016, p.68/69) identify groups of literacies that teachers should master in order to cope with the changes and to obtain new skills that facilitate the teaching process :

✓ Scientific literacy : teachers should be aware of modern scientific and technical knowledge.

✓ Digital literacy : refers to teachers' capacity to utilize information and communication technologies

✓ Critical literacy : it is the teachers' ability to find usefull and reliable sources of information

✓ Cultural literacy : Teachers should update their cultural knowledge about the target society

✓ Linguistic literacy : refers to teachers' ability to adjust with the teaching new development.

2.13 Learners' Needs

As it was above-mentioned, learners' needs is one of the important elements that should be taken into consideration by teachers when choosing the appropriate authentic materials in perticular, or in desgining the coure plan in general. Furthermore, teachers can identify those needs through asking questions to learners, observing them and making a contact inside the class, so that they can recognize the different ways in which their learners process the information, the reason learners choose to learn this perticular language beside to their current levels and goals. For that reason, teachers should analyse the learners' different needs and select various types of authentic materials to be used and classroom activities that suits all of them to accomplish the teaching/learning process.

Conclusion

Despite the difficulties that may encounter both teachers and learners when using the authentic materials in the teaching process as a source to provide the A.L.I to learners, the utilization of those materials stimulates the learners, engages them in classroom activities and helps them overcome various difficulties in using English language including speaking skill difficulties; for this reason, number of countries all over the world insisted on using the ample language input in the field of teaching foreign languages.

Chapter Three

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Introduction

In the previous chapters, we dealt with an overview of both the speaking skill and the A.L.I which are considered as the theoratical part of this study. However, the current chapter presents the practical part which aims to discover the role of authentic language input in enhancing E.F.L learners' oral performance. Therefore, a qualitative research is conducted through the use of designed questionnaires as a data gathered tools, for both third year students in Mohamed Kheider University in Biskra and their oral expression teachers. Subsequently, the primary gathered data will be interpretatively analysed. So, this chapter provides a description for the questionnaire, the analysing of the gathered data, the findings, and a number of recommondations.

3.1 Questionnaire Description

3.1.1 Participants

3.1.1.1 Students

Our research deals with third year students, who are about to graduate, at Mohamed Kheider University of Biskra as our target population. The whole population consists of 308 students; however, due to time and money constraints and the spread of Corona-19 virus, we have chosen a sample of 30 students which we believe are representative sample. The respondents were selected randomly to answer our questionnaire since they all have been exposed to ample language input during their academic studies.

3. 1.1.2 Teachers

The questionnaire has been addressed to four among six teachers of the oral expression module. They were chosen purposefully because they are the ones who are responsible for teaching the oral expression module to E.F.L third year students of this year in order to make the teachers' answers and the students' answers related to each other and also to extend the range of our answers and strengthen them.

3.1.2 Sections of The Questionnaire

3.1.2.1 Students' Questionnaire Sections

The students' questionnaire is addressed to third year students because of their awareness concerning the difficulties they may face when speaking, their attitudes toward authentic materials and the relationship between using the A.L.I and E.F.L learners' oral performance. This questionnaire includes 2 types of questions. The first one is multiple choice questions which we used them to give the students the freedoom to select various options as they want, whereas the second kind is open-ended questions where the students express their opinions or justifications. In addition, this questionnaire is composed of three sections made of 15 questions.

3.1.2.1.1 Section One: General Information

The first section contains 3 questions about the third year students' general information about their gender, their purpose behind choosing to learn this language and their favorite skills.

3.1.2.1.2 Section Two: Speaking Skill

This section consists of 4 questions about the students' attitudes toward the oral expression sessions, their oral performance difficulties and the activities used in the classroom to teach them speaking skill

3.1.2.1.3 Section Three: Authentic Language Input

Through the final section, the students were asked about their opinions concerning the usefulness of authentic materials and the role of the authentic language input in improving learners' speaking skill in different 8 questions.

3.1.2.2 Teachers' Questionnaire Sections

This questionnaire is desgined to third year oral expression module teachers at the English departement at Mohammed Kheider University in Biskra, with the aim of discovering the teachers' views about their students speaking skill difficulties and the effects of using A.L.I on it. The questionnaire is composed of 9 open-ended questions that are divided into 4 sections:

3.1.2.2.1 Section One: General Information

It contains only two question about the teachers degrees and thir experiences in teaching the oral expression module

3.1.2.2.2 Section Two: Students' Speaking Proficiency

This section also contains 2 questions that aim to gather information about third year students' oral performance difficulties.

3.1.2.2.3 Section Three: Authentic Language Input

In the third section, we designed three questions about the difficulties in using authentic materials.

3.1.2.2.4 Section Four: The Role of Authentic Language Input in Improving Learners' oral performance.

The fourth section consists of two questions that deal with teachers' opinions about using the ample language input to overcome students' weaknesses in speaking.
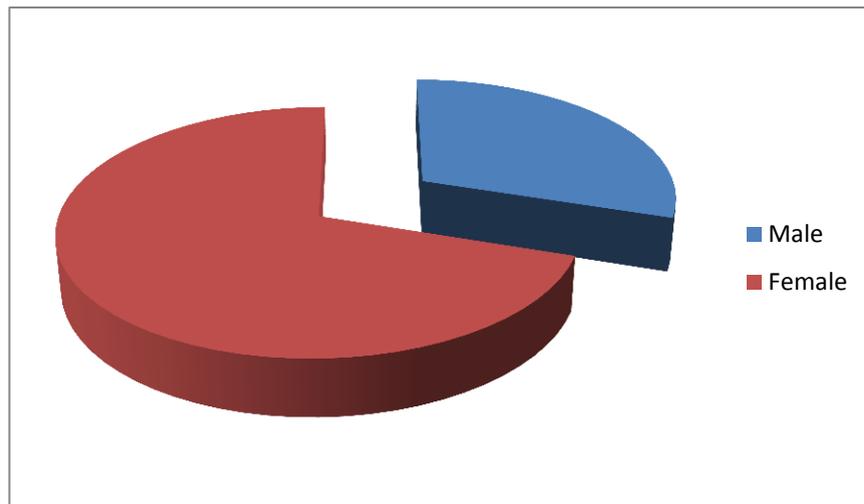
3.2 Analysis and Interpretation of the questionnaire

3.2.1 Students' Questionnaire

Question One: What is your gender?

| Sex	Number	Percentage%
Male	09	30%
Female	21	70%
Total	30	100%

Table 3.1 : Students' gender

Figure 3.1: Students' gender

The results above shows that 70% of our respondents are females, and 30% of them are males, which indicate that females have more tendency to learn E.F.L than men at Mohamed Kheider University in Biskra.

Question Two: Why did you chose to study this branch ?

Reasons	Number of Responses	Percentage%
Your desire	20	66.67%
Your parents' desire	03	10%
To get job	05	16.67%
You do not have another choice	02	6.66%
Total	30	100%

**Table 3.2 :** Students' reasons to study English
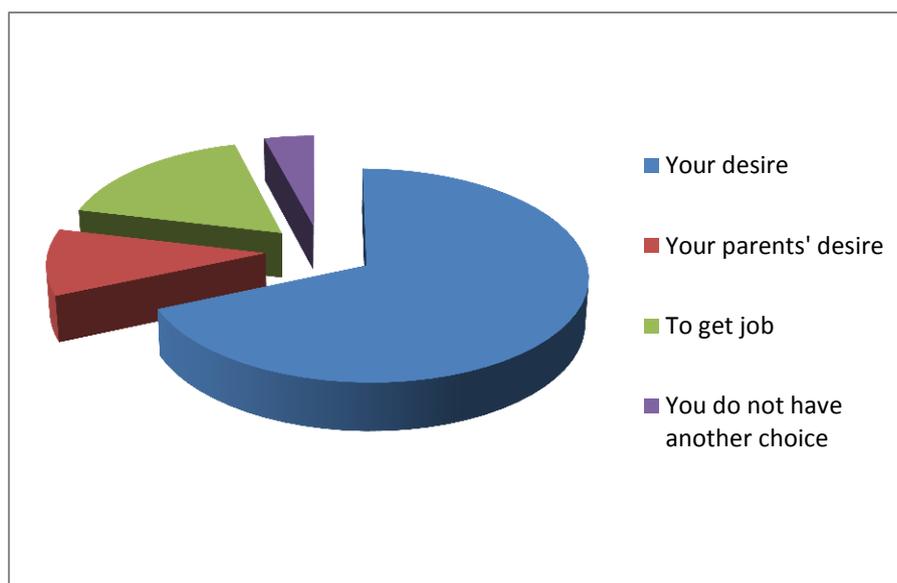
Figure 3.2 : Students' reasons to study English

According to the figures, 66.67% of our participants chose to study E.F.L with their own desires, while 10% of them were imposed by their parents to study it. However, another part consisting of 16.67% chose it to get job after graduation, and few of them who represent 6.66% of the sample chose it because they had no other choice, so English language was their only option. Therefore, the plurality of learners, whom study English, chose it for their personal desires which make them enable to be exposed to ample language input and motivated to improve their speaking skill.

Question Three: What is your favourite skill ?

The Skills	Number	Percentage%
Writing	10	28.57%
Speaking	11	31.43%
Listening	6	17.14%
Reading	8	22.86%
Total	35	100%

**Table 3.3:** Students' favorite skills.
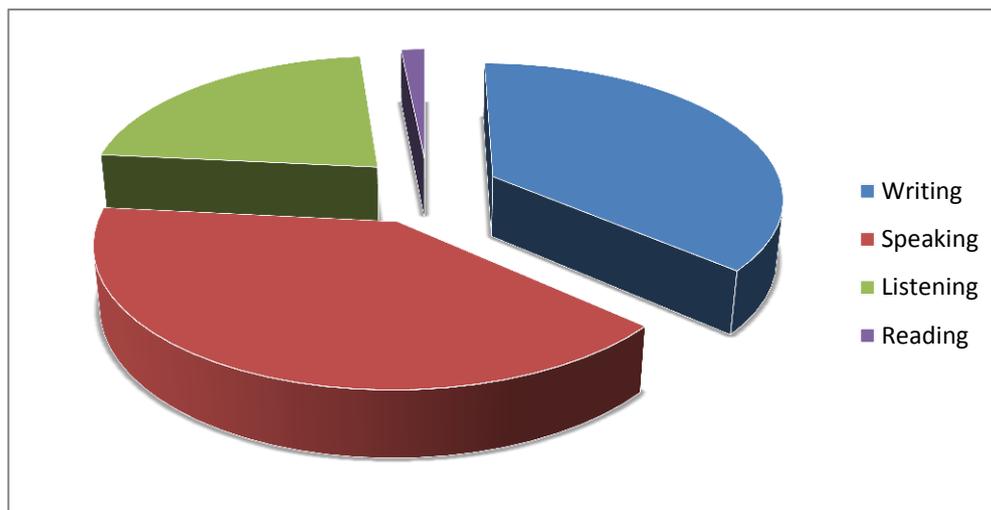
Figure 3.3: Students' favorite skills.

Statics in the table above   show that 31.43% of the sample of our research favore speaking than the other skills; however, the close percentages 28.57% and 22.86% go to those who chose writing and reading, while the 17.14% is for those who have tendancy to listening. Nevertheless, it indicates that speaking is the most attractive skill which students focus on because it is the productive skill that helps them in communication.

Question Four: What is your attitude toward the oral session ?

Students' attitudes	Numbers	Percentage%
Exciting	16	53.33%
Good	13	43.33%
Boring	1	3.33%
Total	30	100%

Table 3.4: Students' attitudes toward the oral session.
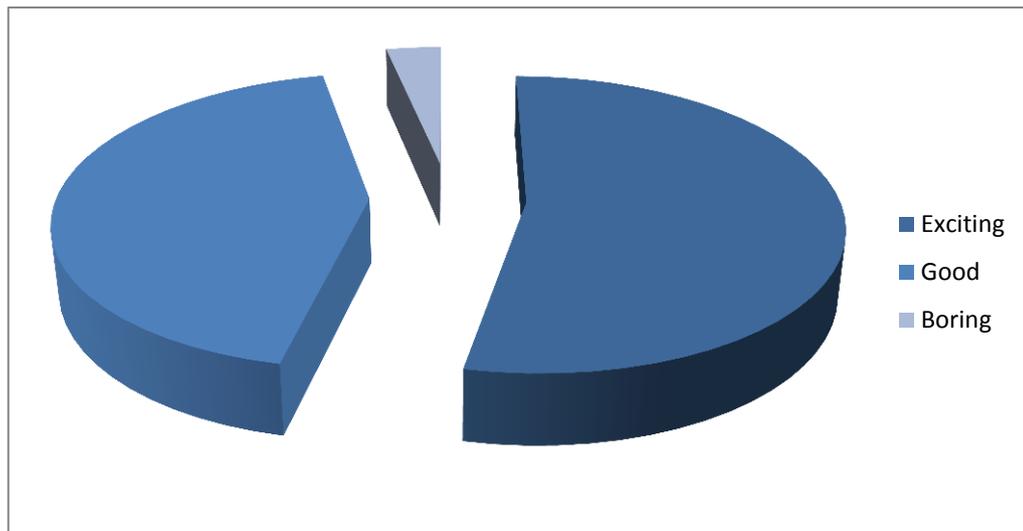
Figure 3.4: Students' attitudes toward the oral session.

The results obtained demonstrate the students' attitudes toward the oral session. The high number of collegues 53.33% claimed that the oral expression session is exciting; in addition, it is good for 43.33% of them. In the other hand, only 3.33% consider it as a boring session. So, we can deduce that the oral sessions contain activities that attract the majority of students' attention and it is taught by the ones who are capable to engage their students in the session which make it exciting.

Question Five: How do you assess your level of the speaking ?

Level	Numbers	Percentage%
Good	12	40%
Average	17	56.67%
Bad	1	3.33%
Total	30	100%

Table 3.5: Students' evaluation of their speaking skill
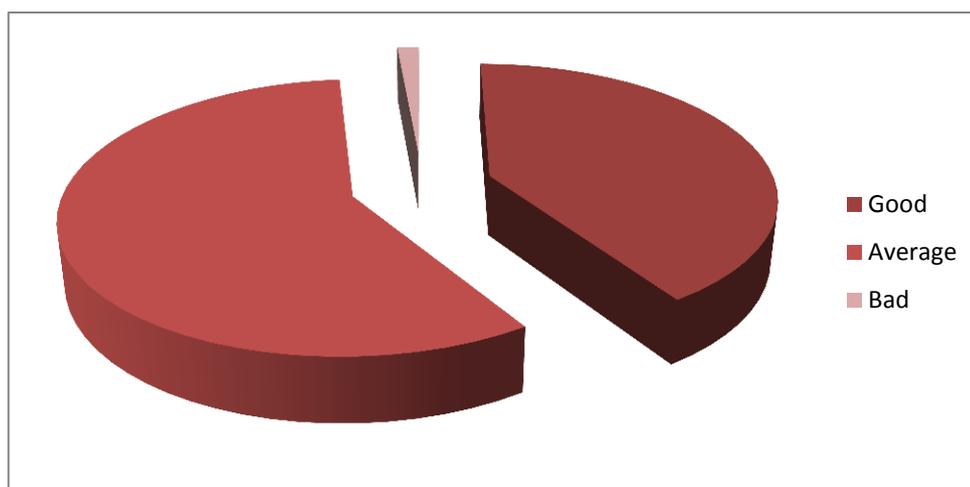
Figure 3.5: Students' evaluation of their speaking.

This question sought to reveal the students' evaluation of their speaking skill. So, 56.67% represent those who consider their speaking as average; whereas 40% of them opted for good. In contrast, 3.33% believe that they have poor oral performance that need to be developed. Then, the majority of the learners are satisfied with their speaking skill but still they have to improve it better.

Question Six: What are the difficulties you face when speaking ?

The Difficulties	Number	Percentage%
Pronounciation	5	12.82%
Lack of vocabulary	12	30.77%
Complex grammar rules	9	23.08%
Lack of motivation	1	2.56%
Fearing of making mistakes	12	30.77%
Total	39	100%

Table 3.6: Students' difficulties when speaking
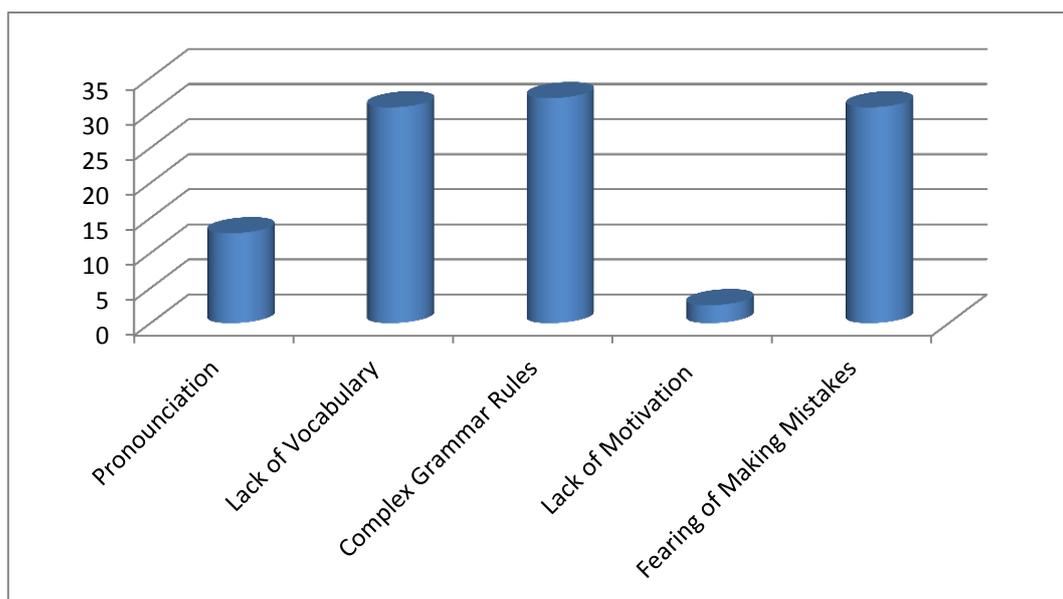
Figure 3.6: Students' difficulties when speaking.

The above figures illustrate the most difficulties that encounter the learners when they speak. We can notice that lack of vocabulary and fearing of making mistakes both get the highest percentage of the participants' respondents which is 30.77%, while 23.08% of them have difficulty with applying grammar rules. In addition, the difficulties in pronounciation were faced by 12.82% of the sample. Yet, just 2.56% of them who are not motivated to speak using the English language. Thus, the results reveal that the students have weakenesses that should be overcome to enhance their oral performance.

Question Seven: What activities do your teachers use to teach you speaking ?

Teaching Speaking Skill Activities	Number	Percentage%
Presentation	19	38.78%
Story Telling	5	10.20%
Role Plays	9	18.37%
Discussion	16	32.65%
Information Gap	0	0%
Total	49	100%

Table 3.7: The most teaching speaking skill activities used.
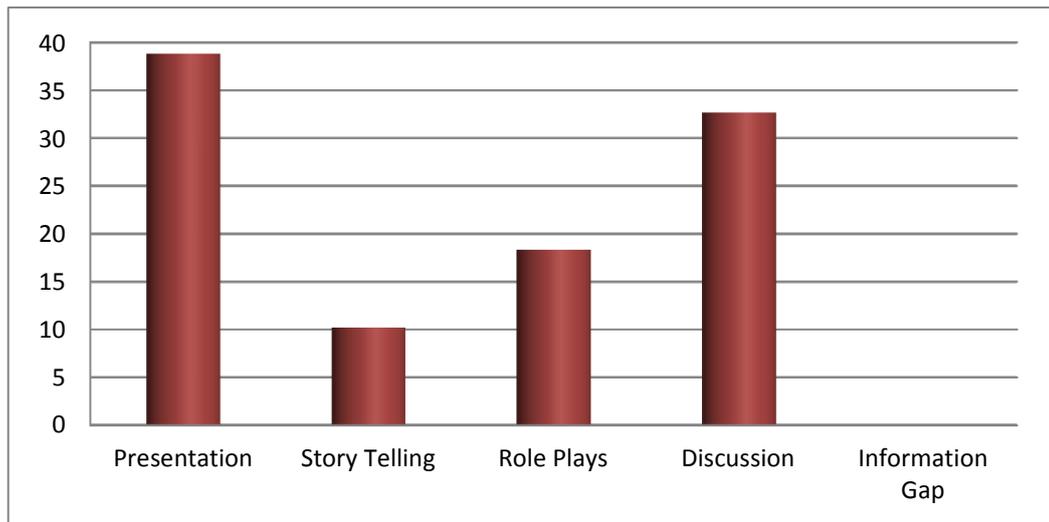
Figure 3.7: The most teaching speaking skill activities used

The proportions of this question illustrate that 38.78% of the respondents answered that their teachers use presentations in the oral session to teach them speaking. 32.65% stated that discussion is the activity used, while 18.37% picked the role play option, and the rest 10.20% select story telling as the most teaching activity used by the oral teachers. Yet, no one chose the information gap activity. This indicates that teachers use different types of activities that suit the learners' needs and learning styles to accomplish the oral expression session objectives including teaching the speaking skill.

Question Eight: Do you enjoy using materials ?

Answers	Number	Percentage%
Yes	22	73.33%
No	0	0%
Depend on the material	8	26.67%
Total	30	100%

Table 3.8: Students' attitudes toward using materials.
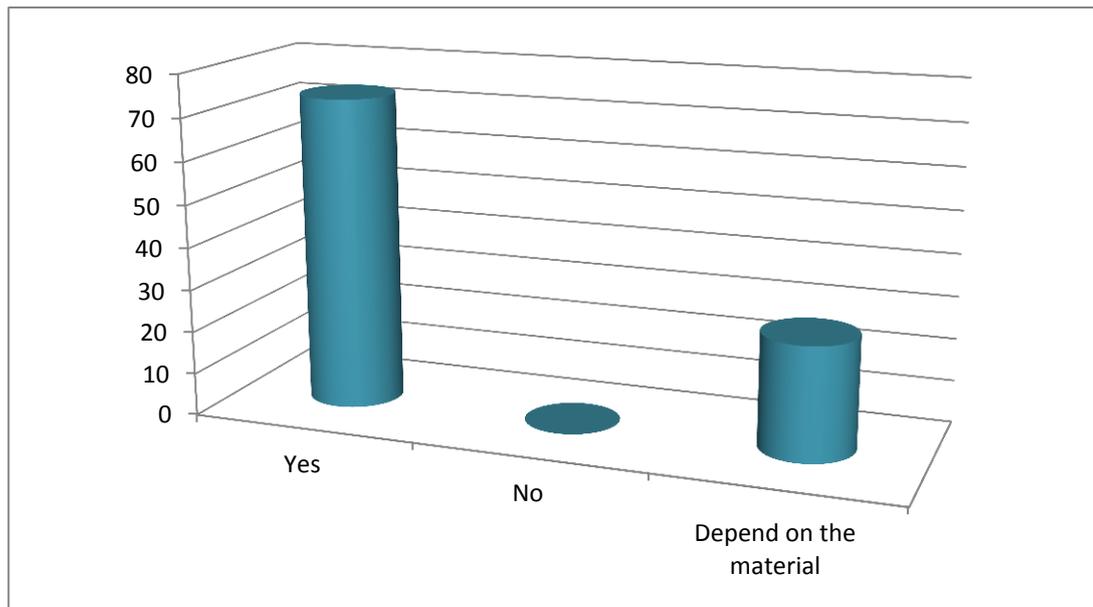
Figure 3.8: Students attitude toward using materials.

The data displayed on the table above shows that 37.33% of the participants express their positive view toward the use of materials during the lesson, whereas the rest of them that equal 26.67% opted 'depend on the materials' used and no one of them chose 'no' as an answer for our question. That demostrats that approximately all the students prefer to study E.F.L through using materials.

Question Nine: Do you know what authentic language input is ?

Answers	Numbers	Percentage%
Yes	18	60%
No	12	40%
Total	30	100%

Table 3.9: Students' knowledge about the authentic language input.
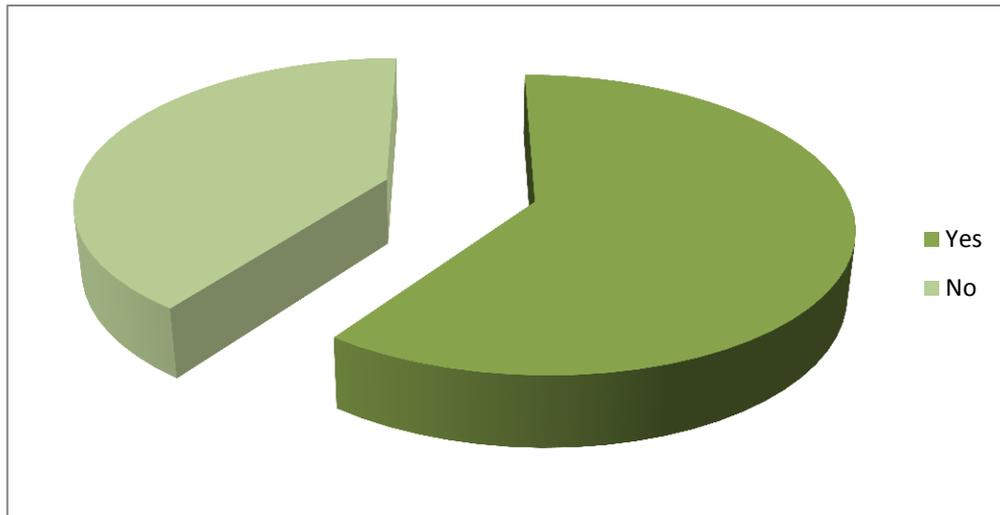
Figure 3.9: Students' knowledge about the authentic language input.

From the figures, we notice that 60%   which are the majority of the participants said that they were familiar with the A.L.I while 40% of them stated that they do not know it. But in fact they do because they were exposed to it before, they only do not know what this concept is or they can not define it.

Question Ten: How often do your teachers use the authentic materials in the oral sessions ?

Answers	Numbers	Percentage%
Always	1	3.33%
Often	6	20%
Sometimes	14	46.67%
Rarely	6	20%
Never	3	10%
Total	30	100%

Table 3.10: Frequency ofteachers' use of authentic materials
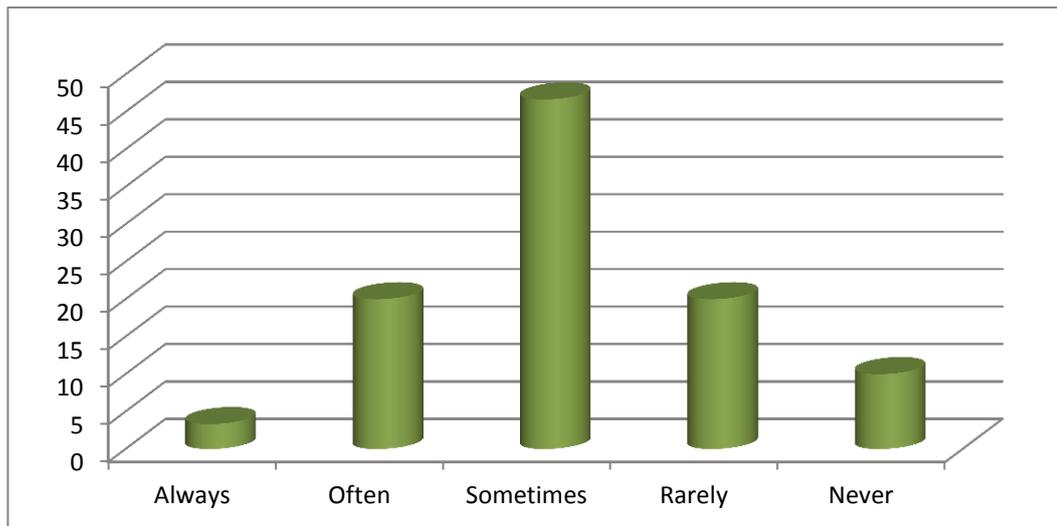
Figure 3.10: Frequency of teachers' use of authentic materials.

   The current question aimed to discover how often authentic materials are used in foreign language classrooms. So, the results show that 46.67% of our sample take 'sometimes' as an answer. 'often' and 'rarely' were both chosen by 20%. Also, 10% chose 'never' while 3.33% selected 'always'. As a result, teachers use the authentic materials according to certain needs to facilitate the teaching process.

Question 11: What kind of materials do your teachers use ?

Kind of Materials	Numbers	Percentage%
Audio-Visual	13	41.94%
Visual	6	19.35%
Printed	2	6.45%
Audio	10	32.26%
Realia	0	0%
Total	31	100%

Table 3.11: The kind of materials that are most used by teachers.
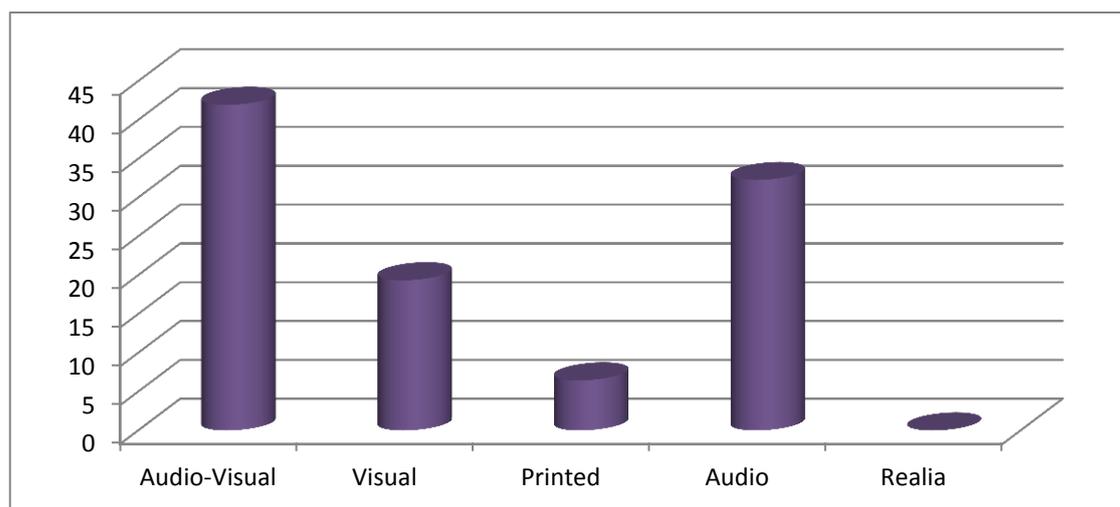
Figure 3.11: The kind of materials that are most used by teachers.

This question attempts to determine which types of authentic materials are widely used by oral expression teachers. The results indicate that most of E.F.L teachers tend to use the audio-visual materials because 41.94% of our participants opted for it. However, 32.26% declared that their teachers use audio materials to teach them speaking. On the contrary, the few percentages 19.35% and 6.45% belong to the ones who selected 'visual' and 'printed' materials. Lastly, realia was not used by the teachers, it has 0%. So, teachers of oral expression utilize audio-visual and audio materials more than the residual ones which denotes that those materials has an effective role in teaching process.

Question 12: What is your attitude toward authentic language input ?

The attituds	Numbers	Percentage%
Effective	6	20%
Motivational	14	46.67%
Boring	10	33.33%
Total	30	100%

Table 3.12: Students' attitudes toward the authentic language input.
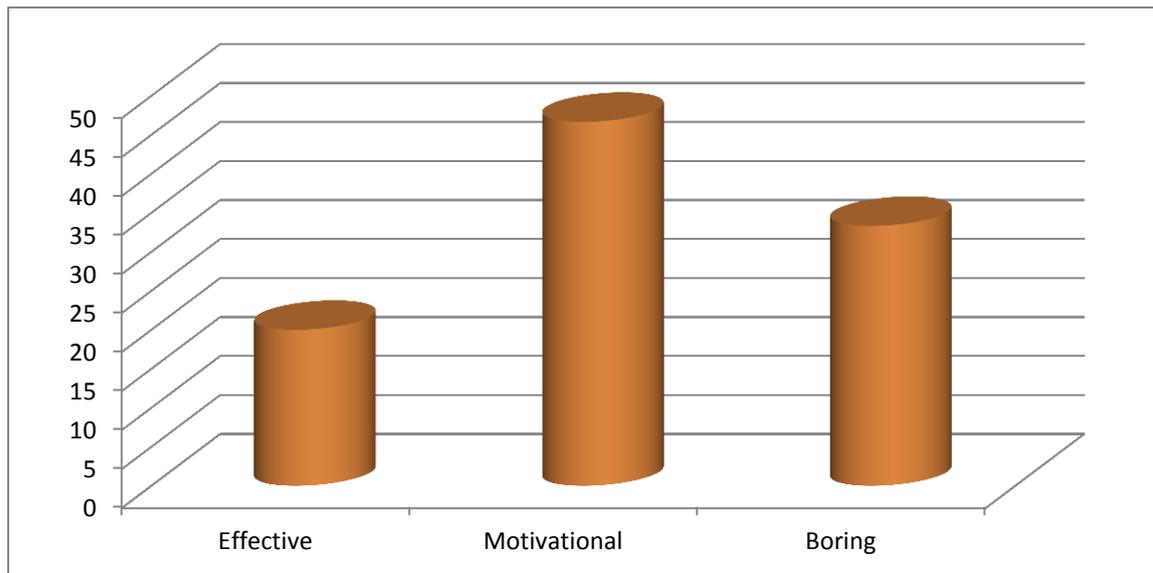
Figure 3.12: Students' attituds toward the authentic language input.

In this question, we sought to probe students' attitudes toward A.L.I. The high percentage of

learners 46.67% refers to the ones who find the ample language input motivational. According to

their explanations, learning using the authentic materials is a new teaching method for them that

covers different learning styles especially for the visual learners and the fact that it shows them

how native speakers use their language gives them the ability to understand things as natives do,

beside it gives good and active atmospher to the classroom which pushs them to make efforts to

learn and speak the language.

A considerable number of them 33.33% consider authentic materials as boring teaching

tool. Because in their views, they do not need them to learn and it is better to make discussions

and presentations in the class because the authentic materials are hard to use and contain

complex vocabulary that hinder their understanding.

Furthermore, 20% of the participants believe that the A.L.I is effective in teaching E.F.L for

their role in accelerating the learning process, mastering laguage as native speakers and

enriching their culture, so they stated that to learn a foreign language it is a 'must' to be exposed

to it.

Question 13: What kind of materials stimulate you the most ?

Kind of materials	Number	Percentage%
Videos	19	44.19%
Songs	13	30.23%
Texts	6	13.95%
Pictures	5	11.63%
Total	43	100%

Table 3.13: Types of materials that stimulate the students.
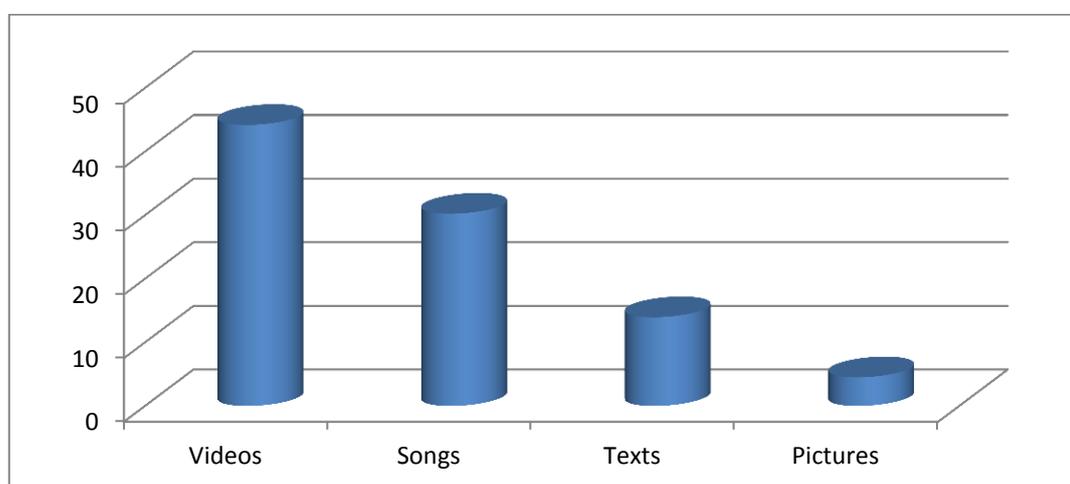
Graph 3.13: Types of materials that stimulate the students.

From the results displayed above, we can deduce that almost half of the participants 44.19% have tendancy to be taught by videos. They declared that videos are helpful and enjoyable because they are easy to use and provide well explanations at the same time because they allow them to see and hear what they learn which make it easier for them to catch new words and ideas and registering them in their minds. Also, it affects their psychological state by reducing their fearness. So, they agree on that videos impove their vocabulary and their speaking skill.

In addition, learners' second choice were songs. It was chosen by 30.23% of them. Songs, for them, are attractive, easy to use and easy to memorize vocabulary form them which make the

language more comprehensible and easy to learn beside it relaxes them. Listening to songs

helped them in learning new words and improve their pronouncitation as well.

Along the same path, 13.95% of them chose texts as their motavional materials to study

because they lead them to go deeper with their imagination. They consider this entertaining

which makes them more involved in classroom activities.

The remaining participants that equal 11.63% opted for pictures. They mentioned that

pictures help them to memorize because they are attractive, and the students prefer to see what

they learn. Beside to this, they add that their favorite speaking skill activities were pictures

discription which push them to express using English language.

Question 14. A: Do you have difficulties in using them to learn speaking?

Answers	Numbers	Percentage%
Yes	13	43.33%
No	17	56.67%
Total	30	100%

Table 3.14: Percentage of learners who have and have difficulties in using authentic materials
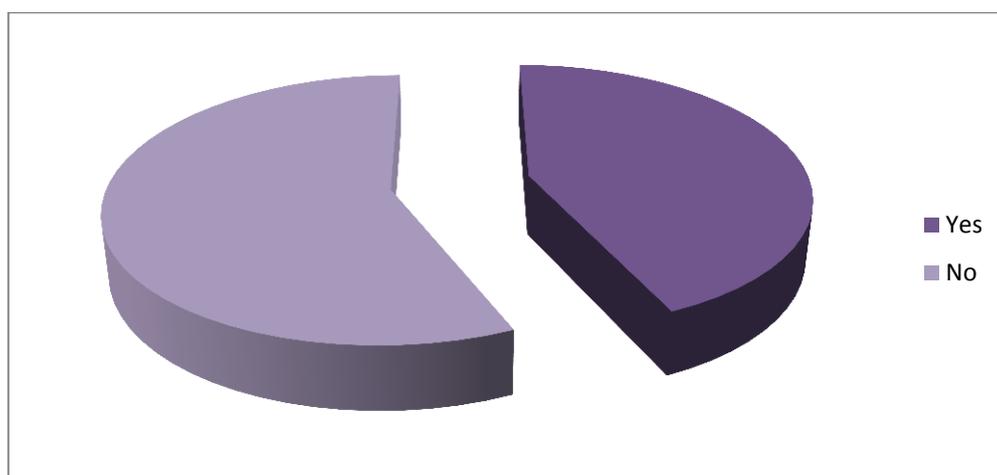
Figure 3.14: Percentage of learners who have difficulties in using authentic materials.

This item was designed to discover if E.F.L learners face any difficulties when their teachers use   A.L.I inside the classroom. The data show that 17% of the respondents do not have difficulties with the use of the authentic materials, whereas 13% of them stated that they actually face different obstacles while their use. So, we placed the next question for them to know what are exactly the most difficulties encounter them.

Question 14.B: If yes, what are the difficulties ?

The difficulties	Numbers	Percentage%
Hard Vocabulary	4	22.22%
Culture Gap	5	27.78%
Native Speakers' Accent and Pronounciation	9	50%
Total	18	100%

Table 3.15: Students' difficulties when using the authentic materials.
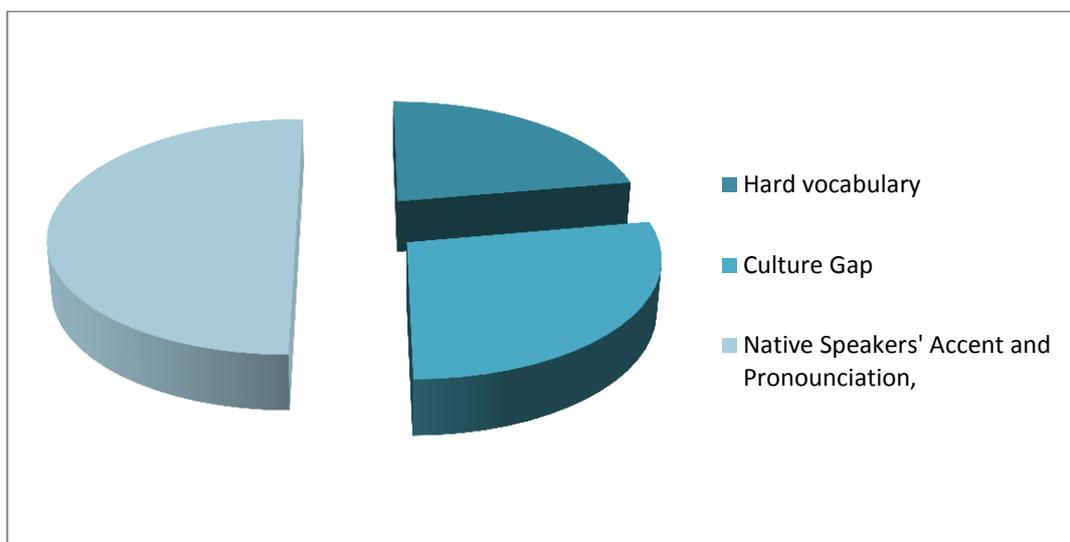
Figure 3.15: Students' difficulties when using the authentic materials.

From the answers, it appears that half of the respondents who said that they face difficulties stated that their obstacle was the native speakers' accents and pronounciation which hinder their

comprehension. While 27.78% of the them say yes to the culture gap due to the differences between our culture and the target one, and the remain of them wich equals 22.22% of the participants have complexity with the native speakers' vocabulary. This question acknowldged us that even though authentic materials are accesseble for the majority of learners, it also has number of difficulties.

Question 15: Do you think using authentic language input helps you overcome your weaknesses in speaking ?

Answers	Numbers	Percentage%
Yes	24	80%
No	6	20%
Total	30	100%

Table 3.16: Students' opinions about the role of using the A.L.I in improving learners' speaking skill.
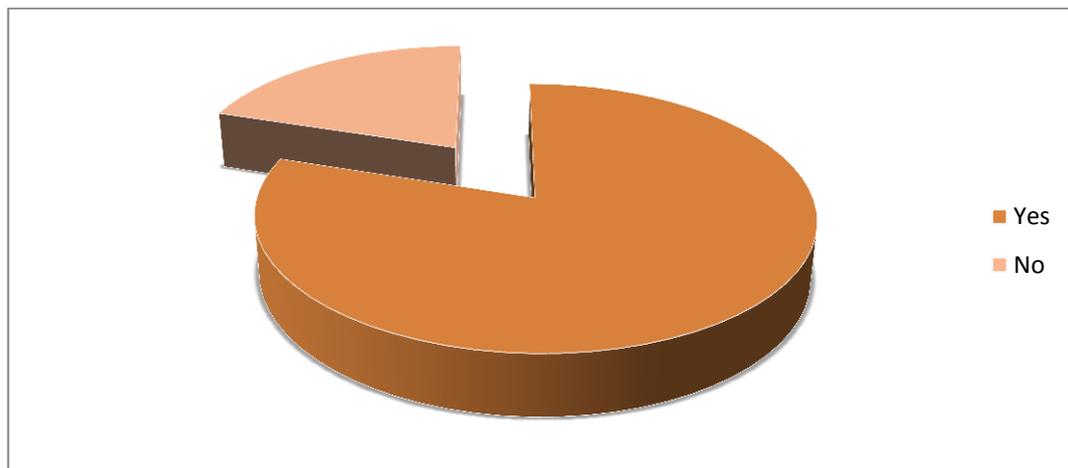
Figure 3.16: Students' opinions about the role of using the A.L.I in improving learners' speaking skill.

The last question was about students' views about the effects of using authentic materials on their levels of speaking. So, as noticeable, the large proportion of the students which is 80%

agreed that the use of A.L.I helped them overcome different speaking difficulties. They describe it as the source of the right language that contains all language aspects. It provides them with new vocabulary, the right pronounciation of words, culture knowledge, different use of words in different realistic contexts and source of feedback. In addition, it is new learning method that motivate them to produce language by themselves.

On the other hand, 20% of the students do not think that improvement of their speaking has a relationship with the use of ample language input inside the classroom because a number of them said that they have an average speaking skill without using the authentic materials and that learning a foreign language is not about authentic materials but it depends on the learners' motivation and capability to learn, so they consider them enjoyable materials rather than helpful ones.

3.2.2 Teachers' Questionnaire:

Question One : What is your degree ?

Teachers	Degrees
A	Doctratorate
B	Master
C	Master
D	Doctorate

Table 3.17: Teachers' degrees

The purpose behind this questionnaire is to know the teachers' degrees, and as it was expected our teachers have high study levels, two Phd graduate teachers and two master graduate teachers which means that we can benefit from their knowledge.

Question Two: How long have you been teaching oral expression ?

Teachers	Year of Experience
A	2 years
B	5 years
C	6 years
D	More than 30 year.

Table 3.18: Teachers' years of experience in teaching oral expression.

This question was designed to know for how many years those teachers have been teaching the oral expression module so that we can know the extent of their experience. It is clear from the anwers that there are huge different between the first three teachers and the last one which indicates that we have dealt with teachers with different years of experience, and this also is considered as a factor that can effect their answers on our next questions.

Question Three: How do you evaluate your third year students' speaking skill ?

Teachers	The Evaluation
A	Less than the average
B	Good in general
C	Average
D	Acceptable

Table 3.19: Teachers' evaluation for students'oral performance.

According to their answers, it is clear that learners have varied levels of speaking skill which need to be improved, but at the same time they do not have bad one.

Question Four: What are the common difficulties your students face when speaking ?

Teachers	Students' Difficulties
A	-Wrong pronounciaton, not fluent, low level of linguistic mastery and shyness
B	-Topic is not interesting, embarassement and shyness.
C	-Poor mastery of the target language.
D	-Background knowledge is below the average, and there is a visible lack of practice.

Table 3.20: Students'difficulties when speaking.

From the above statements, we deduce that E.F.L learners have different difficulties either psychological or in their oral performance.

Question Five: How often do you use authentic materials ?

Teachers	Answers
A	All the time if possible
B	Sometimes 30%
C	Always because we believe it helps students improve their level
D	Most of the time

Table 3.21: Frequency of teachers' use of authentic materials.

This question seeks to discover the frequency of teachers' use of authentic materials. And it is clear that the majority of them tend to use the A.L.I in their lessons. In addition, we asked them to justify their answers, so they added:

Teachers	Explanations
A	1. Exposure to native speakers / 2. Increase motivation
B	-Authentic materials are the best, but sometimes it is hard to find interesting mterials.
C	Because we believe that it helps students improve their level.
D	students are asked to realise real life situations what we call contextual english simulations such as theatre, learning by doing

Table 3.22: Teachers' justification about using authentic materials frequency.

Through this explanations, we can notice that the reason of teachers' tendency to use the authentic materials inside the class is the effective role that the A.L.I has in enhancing learners' levels because it suits the students' needs and motivate them. However, the only reason why teachers do not use them is because that it is hard to find the appropriate materials that could have an effective function in the teaching process.

Questoin Six: What are the difficulties that you encounter when you use them inside the class ?

Teachers	Teachers' Difficulties in Using Materials.
A	1. Technical problems/ 2. Crowded classes/ 3. Absence of materials.
B	Technical problems
C	-Sometimes it is difficult to find what really suits your students level and interest
D	No difficulties

Table 3.23: Teachers' difficulties in using authentic materials.

The above answers demonstrate that the major difficulties in using the authentic materials are technical and pedagogical problems. Furthermore, teachers may have hardships in selecting the suitable materials for their learners.

Question Seven: What are the difficulties that your students encounter when you use authentic

materials ?

Teachers	Students' Difficulties in Using Authentic Materials.
A	1. Misunderstanding the activities and tasks / 2. Difficulty in English language mastery/ 3. Sometimes technical.
B	-Native speakers are hard to understand/ The use of colloquial language.
C	Vocabulary and collocations
D	I guide them for the sake of facilitation

Table 3.24: Students' difficulties in using authentic materials.

For the students' difficulties in using the A.L.I, teachers stated that their students have

difficulties in comprehending native speakers daily life language which may lead them

misunderstand what they should do in classroom activities, and here comes the role of the

teachers in facilitating the activities and the A.L.I difficulties for learners.

Question Eight: Do you think using authentic language input is effective to teach speaking

skill ?

Teachers	Answers
A	I do
B	Of course
C	Yes
D	No

Table 3.25 : Teachers' opinions about the effectiveness of using authentic language input in

teaching speaking skill

The majority of the teachers confessed that the A.L.I has an effective role in developing the

speaking skill except one. Therefore, we requested for justification to get deep understanding for

their opinions.

Teachers	Justification
A	Grasp the native accent/ Process of imitation/ Encourage classroom interaction
B	They help students learn language in real situations.
C	It is very important to rely on linguistic material that is used in natural situations
D	Teaching speaking depends to a great extent on the student's communicative competence. The teacher's role and responsabilty is to facilitate the tasks.

Table 3.26: Teachers' explanation for their opinions

The teachers' justifications show again their reasons behind their agreement on the role the authentic materials in teaching speaking skill and it was summarized in the realistic language that is produced in genuin contexts that make it more valuable. On the other hand, teacher 'D' mentioned that teaching oral performans rely on the learners capability of speaking skill and the teachers guidance to improve it.

Question Nine: To what extent does the use of authentic language input enhance students' speaking skill ?

Teachers	Answers
A	Ideally, half of the due time should be devoted to the authentic language input, and the other half should concern classroom activities and tasks.
B	To a great extent.
C	Usually it serves as motivating factor that encourages students to use the learned language points in their classroom conversations and daily communications
D	Through the role of practice.

Table 3.27: The extent of the effect of authentic language iput on learners' speaking skill.

As it was expected, all of the teachers claim that the A.L.I will help learners overcome their weaknesses in their oral performance because they belive that there is nothing more beneficial than the real source of this language to provide correct language in term of grammar, pronounciation, vocabular. Furthermore, the last teacher emphasized the role of practice because according to him learning new words or rules can only be memorized and be more understandable by reapiting it number of times.

3.3 Main Findings

As mentioned above, in order to accomplish our investigation on the role of A.L.I in enhancing E.F.L learners' oral performance, a questionnaire was administered to 30 students of third year and 4 of their oral expression teachers at Mohamed Khider University in Biskra. Both types of questionnaire were consisted of various sections that aim to extract the necessary data.

3.3.1 Students' Questionnaire Results

According to the first section that concerns with different general information about the students, the majority of learners' purposes to study this branch were tottally their desires while the rest 10 of them have different other reasons which are: their parents' desire, their willingness to get jobs in the future and also because they do not have another choices. In addition, we attempted to reveal the most preferable skill for learners and the plurality of them chose speaking, then writing, then reading, and the last was listening due to the speaking skill importance. Whereas in the final question for this section, we discover that E.F.L learners consider the oral expression module as an exciting and good session.

The second section was about learners' speaking skill. In this respect, students express that they have an acceptable oral performance but that does not mean that they do not have difficulties when they speak. So, we desgined the next question to confirm or delay this. Subsequently, it was affirmed by the informants that they really face various obstacles when they

speak, and they mentioned that their common difficulties were centred on their fear of making mistakes and their limitted vocabulary, whereas a few of them have bad pronounciation and difficulty in applying grammar rules. At the same time, we tried to identify the classroom activities used to develop their speaking skill, and the students' responses show that their teachers tend to use presentations and discussion more than role plays and story telling.

In the final section of our students' questionnaire which deals with A.L.I, the gathered data reveal that E.F.L students are aware of what ample language input is and that they have been exposed to it in oral expression sessions. Furthermore, it demonstrates that audio-visual and audio materials are the widely used ones which represnts their significance in foreign language teaching. Along with the same path, learners show their positive attitudes toward the use of authentic materials because according to them materials such as : videos and songs motivate them to learn. In the other hand, beside to the effective effect that A.L.I has on E.F.L learners' skills, a considerable number of students mentioned different hardness that encouter them when using it in term of native speakers' accent and pronounciation, culture gaps and complex vocabulary included in the content. At the end, we collected students' opinions about the role of using A.L.I in improving their speaking skill. And, the data illustrates that majority of learners agree on the efficient impact that A.L.I has on their oral performance through motivating them, facilitating the learning process and providing real and correct language.

3.3.2Teachers' Questionnaire Results

At the beginning of the questionnaire, we prepared the first section to get more knowledge about the teachers who participate in our work. According to the elicited results, those teachers have different high degrees and teaching oral expression experiences. Three of them have taught oral expression module for less than 10 years while one of them have taught it for more than 30 years, which means that they have an adequate expertise that can aid us in our investigation.

Additionally, the second section contains two questions concerning the students' oral performance. The majority of the respondonts show their satisfication with their students'profeciency in speaking in general but also they acknowledged that their learners have linguistic and psychological difficulties in expressing themeselves. The mentioned difficulties were: shyness, pronounciation, poor background knwoledge and mastery of language. This indicates that teachers used to determine their students' flaws in speaking during the lesson.

The following section comprises of three questions about the use of authentic materials. So, the gathered data clarifies that teachers have predilection to teach using the authentic materials. The teachers believe that the use of authentic materials develops the students' level not only in speaking but in other skills also because it helps the students to be exposed to real language which may motivate them as well. In the other hand, teachers scheduled the obstacles that encounter them when using the authentic materials. According to their responses, large number of them have technical problems such as electricity, difficulty in selecting the appropriate materials that suits learner' levels, interests and needs; also one of them added that overcrowded classrooms are not suitable to apply those materials inside the class because congested classes are considered as one of the main factors that hinder the students' comprehension. Furtheremore, we shifted to students' difficulties when using authetic materials and we noticed that the teachers' answers were compatible with the students' one; they all mentioned vocabulary, pronounciation, mastery of language and the others, which made the teacher D focused on the teachers' role in guiding their students during the session.

Eventually, through the fourth section, teachers approved the utilization of A.L.I in teaching speaking skill as the students did. This is due to the effective role that A.L.I has in helping the students overcome their weaknesses to develop their oral performace by providing them native speakers language in real life situations.

To conclude, E.F.L learners and teachers agree on the effeciency of using ample language input in oral sessions to improve learners' speaking skill. In addition, they show their positive attitude toward the authentic materials and the fact that they are necessary materials that should be provided to teach foreign language because we also believe that it has great impact in developing learners' different skills beside to speaking.

3.4 Recommondations

Before ending the dissertation, we want to enlighten you with number of suggested recommondations that we wish they will be taken into consideration.

3.4.1 For Students

- Students should determine their weaknesses in speaking, and rather of being ashamed of them they should apply certain techniques including being exposed to authentic language input to improve them.

- Students should be involved in social interactions either inside or outside the classroom in addition they should apply the new learned words in their speaking.

- Students should take advantage of technology and their favorite materials in developing their linguistic, pragmatic, communicative, and sociocultural competencies.

- If learners are one of those who do not use authentic materials, then they should start using them because they are missing the chance to get free, permanent and correct feedback by their own.

- The use of authentic language input motivate the students and give them inspiration in case they lost their determination to complete their study.

- Students should sharre or exchange knowledge and beneficial materials with each other.

3.4.2 For Teachers

- Teachers should use the authentic materials to provide possitive atmosphere to the class so that they can attract the students' attention.

- Teachers should be aware of thier learners needs, levels and interests in order to take them into consideration when designing the course plan and selecting the authentic materials

- Teachers should discover their learners' weaknesses to prepare the needed classroom activities to help learners overcome them

- Teachers should give much importance to group work which support classroom interaction between the students rather than autonomous presentations

- Teachers should vary the materials S/he used inside the class to cover all students' needs.

- Teachers should facilitate what is not comprehensible for the students and increase their self-confidence in using authentic materials.

- Teachers should encourage searching in order to make students use authentic materials that provide them with real language. Also, S/he can give them the freedoom to chose the topics they want.

3.4.3 For the administration

- Administration should provide teaching materials.

- Administration should do countinuous monitoring to electirity

- Administration should edit the broken devices

- Administration should provide internet to facilitate the search

- Administration should avoid over-crowded groups

- Administration should take into their consideration the teachers and the students' demands to adjust their educational status.

Conclusion

Our research that aimed to reveal the role of authentic language input in enhancing E.F.L learners' oral performance ends with the third chapter. The latter is our field work where we attempted to confirm our hypothesis which assumes that the exposing to the ample language input develops the learners' speaking skill. This chapter, is concerned with the analysing of data that was collected by the use of designed questionnaire for a sample of third year students and teachers of oral expression module at English devision in Mohemmed Kheider University of Biskra. Furthermore, it also includes the findings extracted from data analysing, and at the end, it provides a number of recommondations that should be taken in consideration in teaching E.F.L.

General Conclusion

The current study was conducted in order to assist E.F.L learners to enhance their oral performance through the use of A.L.I. It has a significant role in the field of E.F.L teaching and in reinforcing real life communication since the world in general has witnessed a noticeable increase in the number of learners who want to master the Eglish language, and in Mohamed Kheider University in Biskra in particular.

Oral performance was one of the main focus of this research because it was given much importance by the students for its' role in expressing themeselves and in daily communications. Furtheremore, we represent our support for the use of communicative language teaching method because its' central point was to develop learners' speaking skill through the use of authentic materials, that was neglected by other foreign language teaching methods. For that reason, we attempted to elicit the effects of using A.L.I on the development of learners' oral profeciency through discussing both speaking skill then A.L.I separatly in the first two chapters. Subsequently, the third chapter was dedicated for our field work, which was about analysing the collected data.

Ultimately, after eliciting the results from the questionnaire's answers, it was concluded that that A.L.I has an effective role in enhancing E.F.L learners' oral performance as it was suggested previously. Likewise, from this results we were able to summarize number of points that the learners, teachers and the administration should take it into consideration and should not neglect them to improve both the students' levels and the academic conditions.

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List of Appendices

1. Appendix One

Students' Questionnaire

Dear students

This questionnaire have been devoted to obtaining the necessary information that will help to accomplish master's dessertation that seeks to reveal the role of the authentic language input in enhancing English as foreign language learners' oral performance. Therefore, you are kindly requested to answer this questions clearly, and I will be honored for your participation. Thank you in advance.

The Questions :

1. What is your gender ?

Female ☐   Male ☐

2. Why did you choose to study this branch ?

Your desire ☐

Your parents' desire ☐

To get job ☐

You do not have another branch to choose ☐

3. what do you prefer ?

Writing ☐

Speaking ☐

Listening ☐

Reading ☐

4. what is your attitude toward the oral sessions ?

Exciting ☐

Good ☐

Boring ☐

5. How do you consider your level of speaking ?

Good ☐

Average ☐

Bad ☐

  - If your speaking is bad, explain why ?

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

6. what are the difficulties you face when speaking ?

Pronounciation ☐

Lack of vocabulary ☐

Complex grammar rules ☐

Lack of motivation ☐

Fearing of making mistakes ☐

7. what activities your teachers use to teach you speaking ?

Presentation ☐

Story telling ☐

Role plays ☐

Discussion ☐

Information gap ☐

8. Do you enjoy using materials in studying ?

Yes ☐

No ☐

Depend on the material ☐

9. Do you know what is the authentic language input ? explain it.

…………………………………………………………………………………………………

…………………………………………………………………………………………………

10. How often your teachers use the authentic materials in oral sessions?

Always ☐

Often ☐

Sometime ☐

Rarely ☐

Never ☐

11. what kind of materials?

Audio-visual ☐

Visual ☐

Printed ☐

Audio ☐

Realia ☐

12. what is your attitude towards the authentic language input?

Effective ☐

Motivational ☐

Boring ☐

 - Explain why ?

……

……

13. What kind of materials stimulates you the most?

Vidoes ☐

Songs ☐

Texts ☐

Pictures ☐

   - Explain why ?

……

14. Do you have difficulties in using them to learn speaking?

Yes ☐

No ☐

   - If yes, what are the difficulties ?

Hard vocabulary ☐

Culture gap ☐

Native speakers' accent and pronounciation ☐

Others ☐

15. Do you think using authentic matrials helps you overcome your weaknesses in speaking?.

Yes ☐

No ☐

   - Explain why ?

……

……

Appendix Two

Teachers' Questionnaire

This questionnaire is aimed to gather information as a accomplishement to master degree dissertation which seeks to discover the role of authentic language input in enhancing students' oral performance. Therefore, you are kindly requested to answer this questions because your collaboration has great role in our dessertation. Thank you for your contribution.

The Questions:

1. What is your degree ?

…………………………………………………………………………………………..

2. How long have you been teaching oral expression ?

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

3. How do you evaluate your third year students' speaking skill ?

…………………………………………………………………………………………...

4. What are the common difficulties your students faced when speaking ?

……………………………………………………………………………………………

……………………………………………………………………………………………

5. How often do you use authentic materials in classroom ?

……………………………………………………………………………………………

   - Justify your answer

……………………………………………………………………………………………

………………………………………………………………………………………...

6. What are the difficulties that encounter you when using them inside class to teach speaking skill ?

……………………………………………………………………………………………

……………………………………………………………………………………………

7. What are the difficulties that encounter your students when you use them ?

THE ROLE OF AUTHENTIC LANGUAGE INPUT

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……..

8. Do you think using authentic language input is effective to teach speaking skill ?

……………………………………………………………………………………………….

  - Justify your answer

…………………………………………………………………………………………………

…………………………………………………………………………………………………

9. To what extent does the use of authentic language input enhance students' speaking skill ?

…………………………………………………………………………………………………

…………………………………………………………………………………………………

ملخص الدراسة

الهدف الأساسي لطلاب اللغة الإنجليزية هو تحسين أدائهم الشفهي نظرا للدور الذي يمتلكه في إتقان اللغة، و لكن للأسف يواجه أغلبيتهم العديد من الصعوبات التي تعرقل ذلك التحسن و لهذا السبب يستعمل الأساتذة المداخلات اللغوية الأصلية في التدريس ليمكنوا تلاميذهم من التعلم بواسطة اللغة الإنجليزية الأصلية مباشرة من متحدثيها الحقيقيين.

من خلال هذا السياق ، نناقش في هذه الأطروحة دور المداخلات اللغوية الأصيلة في تحسين الأداء الشفهي لمتعلمي اللغة الإنجليزية من خلال التعرف على آراء الطلاب والمعلمين تجاه استخدام المداخلات اللغوية الأصلية و تحديد الصعوبات التي تواجههم عند استخدامها ، بالإضافة إلى اكتشاف فعالية استخدام المداخلات اللغوية الأصلية في تنمية مهارات التحدث لدى المتعلمين. كما أننا تفترض أن استخدام هذه المداخلات سيطور من مهارة التحدث لديهم فعلا، لذلك تم إجراء بحث نوعي يشمل طلاب السنة الثالثة في فرع اللغة الإنجليزية وأساتذة التعبير الشفهي في جامعة محمد خيضر بسكرة من أجل التحقق من صحة فرضية البحث من خلال تصميم و توزيع استبيان لـ30 طالبًا و 4 أساتذة تم اختيارهم عشوائيًا لجمع البيانات المطلوبة.

و من ثم أظهرت النتائج التي تم الحصول عليها من خلال تحليل البيانات وتفسيرها صحة الفرضية حيث أكد المشاركون في هذا البحث أن استخدام المداخلات اللغوية الأصلية له دور فعال في تحسين الأداء الشفهي لطلاب اللغة الإنجليزية و في تطوير مهارات أخرى أيضًا كما أنهم أظهروا مواقفهم الإيجابية تجاه استخدام هذه المداخلات في التعلم. و في نهاية المطاف، تم من خلال تحديد أوجه القصور في الأداء الشفهي لدى المتعلمين اقتراح عدد من التوصيات التي ينبغي تنفيذها.