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INVESTIGATING THEUSEFULNESS OF AUDIO-AUTHENTIC
MATERIALS AS A MOTIVATIONAL FACTOR TO ENHANCE
EFL LEARNERS' SPEAKING SKILL:

The Case of Third Year Students at the Section of English in the
University of Biskra

Dissertation submitted to the Department of Foreign Languages as a partial fulfillment of the
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Declaration

I, Sabri Rania, do hereby solemnly declare that the work I am going to present in this dissertation is my own, and has not been submitted before to any other institution or university for a degree.

This work was carried out and completed at Mohamed KHEIDER University of BISKRA, ALGERIA.

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Dedication

I dedicate this work to:

My beloved mother Leila, and my dear father kamel

My Brothers and only sister

My nephew and nieces

My deepest gratitude for their support and encouragement.

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Abstract

The mastery of the speaking skill is deemed to be radical for successful language learning. Thus, learners generally evaluate their success on the basis of how effectively they produce the language. Apparently, the majority of English as foreign language learners (EFL) encounter difficulties in oral interaction. Some of these difficulties may range from poor fluency, mis-use of spoken grammar, to lack of vocabulary. Therefore, many practitioners and several studies have discussed the issue of integrating the spoken native language in teaching speaking since it provides the opportunity to be exposed to authentic examples of the speaking skill in various situations. Accordingly, this study aimed to investigate the utility of integrating audio-authentic materials in teaching speaking. Moreover, it sought to identify the role of these materials to enhance EFL learners' motivation level. The hypothesis suggested to probe this study sets out that audio-authentic materials can help EFL learners to develop their speaking performance, and raise their motivation. In order to test the hypothesis, a number of audio-authentic materials were put into practice in five observation sessions. The application aimed to investigate the speaking performance progress of the sample of Third Year LMD. Moreover, a qualitative research approach was adopted in this study. In relevance to this approach, four data collection methods were used in order to investigate learners' perceptions of, and reactions towards these materials. These tools included questionnaires, participant observation, students' evaluation forms, and focus group. After the interpretation of the collected data, the findings revealed that the audio-authentic materials can help EFL learners to improve their fluency, accuracy, and vocabulary. Moreover, the results reported an observable progress in learners' motivation. Thus, it can be concluded that the previously stated hypothesis was confirmed and the findings were positive.

Key words: Audio-materials, authentic materials, EFL learners, fluency, motivation, speaking skill

List of Abbreviations and Acronyms

EFL: English as a Foreign Language

LMD: License Master Doctorate

Dr.: Doctor

ELT: English Language Teaching

L1: First language

DM: Direct Method

L2: Second language

CLT: Communicative Language Teaching

SPSS: Statistical Package for the Social Sciences

P: participant

Sec: second

MP3: Motion Picture, Audio Layer 3

3Cs: Culture, challenge, and currency**.**

TV: Television

CD: Compact Disc

S/he: She or he

Ibid: Ibidem (latin) (the same previous source)

%: Percent

H: Hypothesis

Q: Question

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General Introduction

In the recent years, a rising interest in learning English has widely spread all over the world. This latter has become a chief means that is used in all domains, including economics, politics, scientific research, and communication. English is widely used among foreign language speakers who have different mother tongues. It is then, the language of communication.

It seems justifiable to say that the ultimate goal of learning a language is communication. Hence, speaking is usually seen as the most important skill to master. It exceeds classroom boundaries since it plays a decisive role in various contexts, such as: international tests, in job interviews, or to continue studies abroad. Therefore, researchers seek to develop teaching materials and practices in order to help learners to be competent language communicators.

Since language serves social interaction, being an efficient speaker requires possessing the ability to use the language in social contexts for communication. As a matter of fact, various techniques and methods have been proposed to improve learners speaking proficiency. One of the suggested techniques is exposing learners to authentic language in order to give them the opportunity to explore language as it is in its native context.

Since listening and speaking are closely related, effective speaking skill depends on meaningful listening comprehension. Based on that evidence, the idea of incorporating audio-authentic materials seems to be influential in developing learners' oral performance. Its effectiveness may range from improving learners pronunciation, enriching their vocabulary, to promote learners' motivation by creating a sense of originality in the classroom.

1. Statement of the Problem

Motivation is decisively one of the pillars of successful language learning. Accordingly, mastering the speaking skill requires persistence and involvement. Therefore, highly motivated learners are assumed to be more engaged in the presented tasks; consequently, they have more prospects to be competent language speakers. Apparently, the majority of EFL learners lack motivation to speak due to various reasons. Thus, it is important to denote that motivating learners is a crucial condition of effective language teaching.

Another observed problem is that the majority of EFL learners encounter a distress to afford long connected oral sequences that contain few pauses, and hesitations. Moreover, since speaking requires immediate oral production, learners face difficulties to implement the grammatical structures in their speech. Therefore, it is frequently observed that their speaking performance lacks accuracy. As a contrary to what is supposed to be, most of EFL learners have limited vocabulary in the target language. As a consequence, they refer to their first language to manage breakdowns and blockades during speaking. These difficulties are probably aggravated due to the lack of practice.

It is important to consider that EFL learners have limited opportunities to practise the language outside the classroom since English is a foreign language in the community. Thus, it is important to afford meaningful and effective classroom practice for learners. In this respect, the present study suggests the use of audio-authentic materials as a strategy to develop learners' speaking performance, and to enhance their motivation. These materials provide appropriate exposure to the language, afford many opportunities for oral language practice, and raise learners' motivation.

2. Research Questions

Based on what has been stated in the problematic, this study investigates these research questions:

Q1: Does the integration of audio-authentic materials help EFL learners to improve their speaking fluency and accuracy?

Q2: Does the use of audio-authentic materials can enrich learners' vocabulary?

Q3: How can audio-authentic materials enhance EFL learners speaking motivation?

3. Hypotheses

The present research is based on the following hypotheses that shall be verified through this study:

H1: We hypothesise that integrating audio authentic materials can help learners to develop their fluency as well as accuracy.

H2: We do agree that those audio-authentic materials will expand learners' lexical knowledge.

H3: We advance that EFL learners will be more motivated when they are exposed to authentic materials.

4. Aims of the Study

The general purpose of the present study is to contribute in the development of the speaking competence of English Language learners through the integration of audio-authentic materials. That is, it aims to investigate the role of these materials in enhancing learners' motivation, and involvement in the classroom.

More specifically, this study aims at:

1. Raising learners' motivation in speaking activities.

2. Suggesting new teaching practices using audio authentic materials.

3. Seeking to develop learners' fluency as well as accuracy.

4. Providing learners with some vocabularies selected from different contexts.

5. Research Methodology

As it has been already mentioned, the aim of this study is to identify the usefulness of integrating audio-authentic materials in teaching speaking. Thus, we intended to use the qualitative approach to gather data. In addition, a case study was adopted as a research strategy. In order to validate our research hypotheses, four data collection methods were used. First, two separate questionnaires were administered to Oral Expression teachers and Third Year LMD students. The questionnaires were employed to survey both teachers' and students' perceptions of using the authentic materials. Second, we intended to use participant classroom observation to gather data about students' feedback, and attitudes towards introducing the audio-authentic materials through different speaking activities. This method provides the opportunity to put the selected materialsinto practice, and to set an accurate description of the participants' speaking performance, as well as motivation. Third, students' evaluation checklists were distributed to the participant group members in order to evaluate the effectiveness of the materials. Finally, a focus group was used to gather more detailed evaluative perceptions from the participants.

6. Literature Review

The four language skills, namely listening, speaking, writing, and reading are closely interrelated. However, listening and speaking are deemed to have a complementary role to bring a well-rounded communicator. Initially, Teaching materials contribute in the development and facilitation of teaching and learning process, in general, and in speaking skill, in particular. Chiefly, authentic materials seem to be more convenient in learning English as a foreign language because they provide an authentic exposure to the language as it is in real life. There are several references to the literature of incorporating authentic materials in English language

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teaching (ELT). Many researchers and practitioners involved in the field have advocated in favour the use of authentic materials. Primarily, Broughton et.al., (2003) state, 'extensive listening to real world as opposed to purpose-written English is very satisfying since it demonstrates that the student's effort in the classroom will pay dividends in life in an English-speaking environment'. In addition, Widdowson (1996) reports, 'teaching real English as it functions in contextually appropriate ways, needs to refer to how people who have the language as an L1 actually put it, to communicative use'(p. 67) (cited in Al-Azri & Al-Rashdi, 2014).

In the same vein, Harmer (1994) explains that authentic materials may help learners to produce better English, acquire the language faster, and make them more confident to deal with real life situations (ibid). Supporting the same trend, Richards and Renandya (2002) argue, 'for these two reasons (naturalness of language and real-life listening experience), it is advisable to introduce authentic materials early on in a language course' (p. 244). Furthermore, they add, 'learners must also acquire the knowledge of how native speakers use the language in the context of interpersonal exchange' (p. 204).

There are several studies that have been conducted to investigate the usefulness of integrating authentic materials in language teaching. Otte (2006) studied the effect of aural-authentic materials on listening comprehension. Similarly, Bacon and Finnemann (1990) highlighted the role of authentic materials to improve reading skills. Additionally, Guariento and Morley (2001) focused on the relation between authentic materials and learners' motivation (cited in Belaid &Murray, 2015). Hatch (1978) states that engaging learners in talk with more competent speakers or natives will increase their language production (cited in Goh & Burns, 2012).

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In line with these views, we attempt through this research to defend the validity of using audio-authentic materials to improve learners' speaking competence, and to prove its merit to be adopted by language teachers.

7. Significance of the Study

This study aims to contribute in the development of teaching speaking and enhancing learners' communicative skills through the use of authentic listening activities. Also, it seeks to highlight the influential effect of audio-authentic materials in improving learners' accuracy and fluency, as well as vocabulary. A Further contribution of this study is to draw teachers' attention to the necessity of giving learners opportunities to deal with situations that they may encounter in real life. Additionally, it seeks to suggest some new ways to put authentic materials into practice. Also, the study attempts to highlight the advantages that audio-authentic materials may bring including fostering language comprehension, raising motivation, and providing purposeful opportunities to practise the spoken language.

8. Structure of the Dissertation

The present study consists of two main parts. These are: the Theoretical Part and the Practical Part, with a total number of Three Chapters. Initially, the Theoretical Part provides a general overview about the speaking skill and authentic materials. Moreover, it attempts to display the literature review, and the previous studies that have been conducted on the subject matter. Furthermore, the Practical Part is devoted to analyse and discuss the data collected from various instruments. Below is a categorisation of the three chapters:

Chapter One

This chapter displays a theoretical overview of the speaking skill, including its definition, importance, and articulation processes. Moreover, it raises the major difficulties that encounter EFL learners in speaking. The chapter also presents various speaking activities and highlights the relation of listening, and speaking skills.

Chapter Two

This chapter addresses the major theoretical concepts of authentic materials by giving a particular emphasis on audio-authentic materials. The chapter also presents the basic criteria of the selection of teaching materials, and draws on their classroom applications. Furthermore, it displays a general overview on motivation, and highlights the relation of authenticity and speaking motivation.

Chapter Three

This chapter is devoted to analyse and discuss the obtained data using four data collection methods, namely: questionnaires, participant observation, students' evaluation forms, and focus group. The chapter presents the findings, and the discussion of results. Moreover, it illustrates some recommendation and implications.

CHAPTER ONE: SPEAKING: REVIEWING FUNDAMENTALS

CHAPTER ONE: SPEAKING: REVEWING FUNDAMENTALS

Introduction

This chapter attempts to provide insights about both listening and speaking skills. It displays different aspects of speaking in an attempt to understand its nature, importance, and the processes involved in its articulation. Furthermore, it traces different methods of teaching speaking, and sheds light on the potential reasons that hinder EFL learners to improve their speaking ability. Additionally, it considers three major dimensions of speaking, namely: fluency, accuracy, and vocabulary. The chapter also addresses various teaching speaking strategies, and regards the major assessment criteria.

1.1 Listening Skill: Definition (s) and Importance

Oral communication is an enterprise that is based on two pillars. These are: speaking and listening. In an attempt to provide a theoretical platform on speaking, it is crucial to start with a brief background on listening. It is generally assumed that listening is a passive activity which does not require any effort. In fact, listening is a complex process of analysing sounds to construct general understanding. Moreover, it involves attention and concentration to absorb meaning. To begin with, Nunan (2003) defines listening as 'an active, purposeful process of making sense of what we hear' (p.24). In his definition, Nunan differentiates between listening and hearing. While Listening refers to the critical conscious process which involves active and immediate analysis of sounds, hearing is a physical ability which may take place without attention.

The role of listening is unquestionably crucial in language learning, and daily practices. It is the early developed language skill for both children and language learners. To put in a different way, children start to listen before they speak, write, and read. They construct knowledge about the surrounding world by understanding the sounds produced by others. In the same way, adult learners rely basically on listening in the early stages of learning a

second or a foreign language. This idea stems to what krashen calls the "silent period" or the "pre-production stage". He explains that most of adult learners experience a period during which they are unable to use the target language productively. Instead, they rely on attentive listening in order to develop vocabulary, and comprehension to acquire the language. In short, Listening is covering every corner of our life. A frequent quoted statistic of listening in ordinary communication is investigated by Rankin (1952). He finds that adults spent 42.1 percent of their total verbal communication time in listening. While 32 percent is spent in speaking. (cited in Thanajaro,2000).

1.1.1 Nature of listening

In their book on listening as cited in Nunan (2001), Anderson and Lynch (1988) distinguish between reciprocal listening and non-reciprocal listening. The former refers to the process wherein the listener is required to take a part in the interaction. It involves the opportunity to interact with the speaker in order to negotiate meaning, or ask for clarification. Conversely, non-reciprocal listening refers to those tasks where the transfer of information is in one direction. The speaker has no opportunity to ask for clarification or to respond. A typical example of non-interactive activities is listening to a formal lecture or a radio.

1.1.2   Top-down and bottom-up processes of listening

The distinction is proposed by Rumlhart and Ortony (1977) and expanded by Richards (1986).Top-down processes involve the use of learners' background knowledge to formulate a general understanding of the listening passage. On the contrary, bottom-up processes involve decoding sounds and working on words, sentences, and grammar (cited in Nunan, 2003).

1.1.3Extensive and intensive listening tasks

Both extensive and intensive listening tasks have an important role in the development of learners' language knowledge in all aspects, including their vocabulary, grammar, pronunciation, and language comprehension. Initially, extensive listening takes place primarily, but not exclusively, outside the classroom context. The latter does not impose a particular type of listening. That is, Learners are free to make personal decisions about what they are going to listen. This type of listening is usually done for general language improvement and pleasure. Therefore, it tends to be less bounded. Conversely, intensive listening is more restricted to specific educational purposes. It involves bothtop-down and bottom-up processes. Accordingly, Broughton et al., (2003) report that ' Listening can be primarily for language items as a part of the language teaching programme; or, it can be principally for general comprehension and understanding' (p.72).

1.2 Speaking Skill

1.2.1 Speaking as a process: definition

Speaking is the direct form of human communication. A mere description of speaking as a process may be described as a verbal activity achieved by the articulation of sounds through organs of speech. In general, speaking involves expressing ideas and knowledge in order to exchange experiences. In conjunction to this,Chaney (1998, p.13) defines speaking as ' the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts' (cited in Kayi, 2006). That is, it is a complex activity because it does not only involve formulating abstract thoughts, but also producing them in a clear and comprehensible manner.

1.2.2 The Generation of speech: Levelt's model

The final realisation of speech as sounds, words, and sentences is not an accidental process. It goes through ordered stages. These stages start from formulating abstract thoughts in the speaker's mind to articulating words. Several models were proposed to explain the process of speech production; however, the cognitive model of speech processing suggested by Levelt (1989) seems to be inclusive. The model contains four stages named as follows: conceptualization, formulation, articulation, and monitoring.

1.2.2.1 Conceptualization

It is the starting point of the speech production process. According to Levelt et al., (1999), the process of speaking starts with a conceptual preparation. Initially, the speaker determines the topic, and sets a communicative objective to his/her speech. When the topic is selected, the speaker selects relative ideas from the long term memory. The variation of ideas depends on the speaker's knowledge about the topic. Nunan and Carter (2001) explain that conceptualization is the process wherein the speaker plans the message content; draws on background knowledge about the topic, the situation, and discourse patterns. In the same vein, Scovel (1997) stresses on the importance of this stage. In his words, he says, 'After all, speech does not start from nothing, and if it does not start with concepts, how else could it possibly begin?'(p.29).

1.2.2.2 Formulation

Formulation is the second stage in the process of speech production. In this stage, the speaker shapes his/her ideas into words; That is, the speaker selects the appropriate lexical, and grammatical choices to externalise the abstract ideas. These choices should be relevant to the context to express appropriately the meaning (Goh and Burns, 2012). Levelt et al., (1999) explain that it is the stage where the speaker makes a lexical selection by retrieving

words from the mental lexicon. Next, the speaker decides on the grammatical structure and order of his/her speech.

1.2.2.3 Articulation

In this stage, the speaker has a clear view about his/her intentions, and what lexical and grammatical forms s/he is willing to use. To put it in a different way, it is the stage whereby the speaker switches the preverbal message into audible message. Therefore, this stage can be described as the realisation of the lexical, grammatical, and the phonological plans that have been organised in the speaker's mind in the first two stages. Nunan and Carter (2001) clarify that transforming internal speech into talk involves using 'the motor control of the articulatory organs; in English the lips, tongue, teeth, alveolar palate, velum, glottis, mouth cavity and breath' (p. 16) . To illustrate the process, Scovel (1997) compares the articulation process to the printing programme of a computer. In his words, this is expressed as follows:

> 'this third stage of articulation is similar to what happens when all of those bits of information selected by a word processing program go from your computer to your printer; unless this vast amount of electrical data is articulated into letters of the alphabet and successfully printed, no message is received' (p. 41).

1.2.2.4 Self-monitoring

During speaking, slips of tongue may be committed unconsciously. The self-monitoring stage allows the speaker to check his/her articulated message, and repair mistakes. The speaker also reflects upon what have been said to check its accordance with the intended meaning, and context.Effective self-monitoring relies on speakers' grammatical and phonological knowledge; as a result, learners who have limited knowledge will not be able to monitor their speech for structural accuracy.

1.3   Speaking as a Skill

Effective speaking involves the ability to produce language according to contextual circumstances. That is, the utterances used by the speaker should conform the surrounding conditions where the communicative act takes place. Moreover, the speaking skill involves the ability to produce well pronounced and accurate utterances in order to convey the intended meaning appropriately. Goh and Burns (2012) outline four sub-skills that shape the speaking skill. Following their view, effective speaking involves these aspects:

1.3.1 Pronunciation skills

Pronunciation skills are the ability to articulate various phonological aspects, including both segmental and suprasegmental features of the spoken language. Furthermore, they involve the ability to use appropriately intonation patterns, as well as stress and pitch.

1.3.2 Speech function skills

In addition to pronunciation skills, efficient speaking needs to develop knowledge about language use. Speech functions refer to the ability to express different communicative functions appropriately, such as: praising, expressing thanks, complaining, or encouraging.

1.3.3 Interaction-management skills

During interaction and conversations, participants change constantly roles of a speaker, and a listener. Interaction-management skills refer to the ability to manage interaction in order to maintain the appropriate structure, and the content of the spoken discourse. These skills involve initiating and maintain conversations, changing turns, changing topics, and clarifying meaning.

1.3.4 Discourse organization skills

Discourse organisation skills refer to the ability of establishing coherent, and cohesive spoken discourse. It involves using discourse markers to highlight changes in discourse, such as a change of topic. Goh and Burns (ibid) assert, 'cohesion in a spoken text means that various parts hang together clearly, giving listeners a sense of its overall structure' (p.62).

1.4 Speaking as a Challenge

The speaking skill is assumed to be the most difficult skill for EFL learners because it requires the immediate production of language in real time. The language produced is supposed to be relevant, interesting, and appropriate to a specific context. Moreover, speaking involves speed of recalling the right grammatical structures, and relevant vocabulary. Accordingly, Brown (1994) believes that speaking is the most challenging skill for students because of some characteristics that characterise oral discourse. These are: contractions, vowel reductions, elision, the use of slang and idioms, stress, rhythm and intonation, and the need to interact with at least one other speaker.

1.5 Importance of Speaking

Speaking is the core of mastering English language because learning a language does not only involve the ability to write and read accurately, but also the ability to use the language to communicate, share knowledge, and exchange ideas. It is important, therefore, for language learners to improve their speaking skill in order to be able to express their intentions, and thoughts. In the same vein, Hedge (2000) confirms the importance of speaking to convey intentions and maintain social relations. She reports, 'they may need this skill for a variety of reasons, for example to keep up rapport in relationships, influence people, and win or lose negotiations' (p. 261). From a different perspective, Corson (2001)

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and Gummins (2000) highlight the importance of speaking in term of reflecting learners' level. They explain that learners are perceived to be less competent or intelligent when they fail to express themselves effectively in classroom or in daily communication (cited in Goh & Burns, 2012).

It is undeniable that the four skills are important for the mastery of English language; however, speaking is thought to have more importance. Without speaking, communication is restricted to a mere script. Therefore, speaking represents the main channel of communication in various situations. That is, learners need to use the language in the classroom to ask for clarification, give an explanation, participate, and express themselves. Equally important, they are supposed to use the language effectively to create relationships, and convey opinions and thoughts. Therefore, it can be concluded that it is important for language learners to develop their speaking ability in order to achieve successful social interaction.

1.6 Problems Affecting the Speaking Development

There are different factors that might affect EFL learners speaking competence. Some of these factors are stated in what follows:

1.6.1 Anxiety

Most of EFL learners experience anxiety in the classroom, especially, in speaking classes. Many types of speaking activities can be anxiety provoking. In fact, learners' biggest fear would be speaking in public. Rybold (2006) claims, 'I start the first day by telling my students that speaking before an audience is the number one fear in the United States. Death is only seventh on the list. That means more people would rather die than get up to speak in front of group'(p.1). Consequently, the issue of anxiety is directly associated

with fear of making mistakes, mocking, and negative judgments; thus, learners generally prefer to remain silent and avoid participating in oral activities.

1.6.2 Lack of motivation

Motivation is directly related to learners' achievements and progress. That is, learners with high motivation are more interested to participate in oral activities than those with low motivation. The major reason of lacking motivation to speak for EFL learners is probably the subjects presented by the teacher. Hence, learners tend to be more motivated when the topics presented fit their interests. Additionally, traditional teaching speaking methods do not offer learners much motivation to be engaged in oral tasks.Gardner (1999) elaborates the causes of lack of motivation as uninspired teaching, boredom, lack of perceived relevance of materials, and lack of knowledge about the goals of the instructional programme (cited in Juhana, 2012). Therefore, it is important to select up-to-date topics in order to raise learners' motivation, and engagement in oral practice. As this study suggests, language teachers should adopt eclectical methods to develop learners' speaking competence, such as teaching speaking through the use of authentic language. The idea will be generated in the coming sections.

1.6.3 Extroversion and introversion

As far as teaching is concerned, extroversion and introversion as personality factors have a direct impact on learners' speaking competence. Cook (1994) believes that extrovert learners are more likely to develop their competencies since they tend to be more sociable, and more inclined to engage in conversations (cited in Sulimani, 2014). Similarly, Zhang (2008) adds, 'extroverts will be willing to try to communicate even if they are not sure they will succeed' (p.58). However, introvert learners tend to be passive because they are afraid of embarrassment and mocking.

1.6.4 Poor listening comprehension

Another problem that encounters EFL learners is the lack of listening comprehension. As a matter of fact, learners are not able to produce the language without understanding the spoken language produced by others. The inability to understand what has been said is probably the major obstacle of verbal interaction. The issue of poor listening comprehension is related to the lack of listening practice. Accordingly, Rivers (1966) asserts, 'speaking does not of itself constitute communication unless what is said is comprehended by another person. Teaching the comprehension of the spoken speech is, therefore, a primary importance of the communication aim is to be reached' (p.196).

1.6.5 Lack of vocabulary

During speaking, the sentence 'I don't know how to say it in English' is commonly used among EFL learners. Basically, poor vocabulary is another hindrance of effective speaking competence. Learners find themselves struggling to find the appropriate words to express their intentions. Therefore, they either resort to using the equivalent words in their mother tongue; or, they try to give a general description about it in English language in order to make their listeners understand what they want to say. Thus, limited vocabulary knowledge in the target language is assumed to make learners appear less competent and hesitated, which again leads to anxiety and low self-esteem.

1.7 Functions of Spoken Language

Spoken language has two primary functions in social interaction, those are, transactional and interactional functions of the language. Each function is used by speakers to achieve different purposes, depending on the speakers' intentions.

1.7.1 Transactional

The transactional function of the spoken language refers to the transmission of information to convey specific communicative intentions. It serves to convey meaning in order to exchange services. To illustrate the meaning of the this function, Brown and Yule (1983) illustrate authentic examples using real situations. They report that transactional communication can be demonstrated by a patient discusses her symptoms with the doctor, a teacher explains an English construction to a class, a hairdresser orders a shampoo from a sales representative, or a pupil requests permission to leave the room (p.28).

1.7.2 Interactional

The interactional function of the spoken language refers to using the language in order to maintain or establish social relationships.Unlike the transactional function of the language, the speaker in an interactional conversation aims to be friendly and sociable. That is, people use the language in order to exchange experiences and share daily talks. Accordingly, Brown and Yule (ibid) claim, 'Most people spend a great deal of their everyday lives in chat, where the primary purpose is to be nice to the person they are talking to' (p. 11).

1.8 Teaching Speaking Throughout Teaching Methods and Approaches

Teaching speaking in ELT has shifted from traditional methodologies which emphasised on the structural function to giving a greater emphasis on the communicative function of the language. The emergence of the communicative language teaching is considered as a changing point in ELT. More priority is given to the use of the language rather than the rules. Undoubtedly,each method has its relative merits and drawbacks. Far from the exclusion of the other teaching methods, the major teaching trends that would be discussed

are: the grammar translation method, the direct method, the audio-lingual method, and the communicative language teaching.

1.8.1 The Grammar Translation Method

This method is basically based on translation activities of texts and memorisation of vocabulary in the form of lists of isolated words. This method focuses on teaching grammar deductively. i.e., it involves presenting, and practicing of the rules through translation activities. Moreover, the use of the target language is limited and almost restricted to mere memorization, and repetition.Commenting on this teaching trend, Richards and Rodgers (2002) say, 'It hence views language learning as consisting of little more than memorizing rules and facts in order to understand and manipulate the morphology and syntax of the foreign language' (p.3).

Grammar Translation Method (GTM) devotes greater emphasis on form rather than meaning. Consequently, the two skills listening and speaking are almost overlooked. It does not offer learners many opportunities to develop their communicative skills; as a result, they face difficulty to produce spontaneous oral language. Accordingly, Harmer (2001) declare, 'but a concentration on grammar translation stops the students from getting the kind of natural language input that will help them acquire language, and it often fails to give them opportunities to activate their language knowledge' (p.30).

1.8.2 The Direct Method

As the name denotes, the Direct Method (DM) involves direct association with the target language without referring to the first language. Advocates of this method believe that language is best taught through the direct use of the target language in the classroom. Therefore,This method involves presenting vocabulary through demonstration activities,

andteaching grammar inductively. Accordingly, Abdullah (2013) outlines the basic assumption of DM. Some of these are as follows:

- Classroom instruction is conducted in the target language.

- Concrete vocabulary is taught through pictures and objects.

- Students are encouraged to think ib the target language.

- The emphasis is put on right pronunciation and grammar. (p.127).

In spite of its achievements, DM is assumed to beimpractical for teaching foreign languages because it overemphasises the importance of fluency and pronunciation. Accordingly, Richards and Rodgers (2002) confirm, 'it overemphasized and distorted the similarities between naturalistic first language learning and classroom foreign language learning and failed to consider the practical realities of the classroom' (p. 10).

1.8.3 The Audio Lingual Method

The Audio Lingual Method or the Aural-Oral Method was generated as a result of the need to learn the basic skills of foreign languages during the World War II. It is based on the behavioristic view of learning which considers language learning as a matter of habit formation. This method relies basically on using drills and repetitions.Students are required to imitate a model dialogue and repeat each line. Typical teaching activities can be substitution patterns and drills where correct production is rewarded and reinforced.

It is important to denote that drills can be an efficient technique that can be used with particular language patterns, especially, with low level students. However, the Audio Lingual Method overuses the drilling and repetition techniques. It gives more consideration to the form rather than meaning and functions. Accordingly, Harmer (2001) argues, 'Audio-lingualism (and behaviourism) went out of fashion because commentators from all

sides argued that language learning was far more subtle than just the formation of habits'
(p.31).

1.8.4 The Communicative Approach

According to the Communicative Language Teaching (CLT), language learning
involves the ability to express and convey communicative functions through language.
That is, effective language learners should develop the ability to use the language
appropriately in social context to fulfill communicative functions. Harmer (2001) reports,
'if students get enough exposure to language and opportunities for its use –and if they are
motivated- then language learning will take care of itself' (p. 32).

CLT involves the use of real-life situations through interactive activities. It prioritises
the active use of language to achieve functions, such as: apologizing, inviting, and
disagreeing. Moreover, it considers language as a means of communication where the
sociocultural context is involved. Typical classroom activities can be activities which
arouse interaction and discussion, such as: debates, dialogues, role plays, group and peer
discussion, and so on.

1.9 Aspects of EFL Oral Production: Fluency, accuracy and vocabulary
1.9.1 Fluency

Fluency is usually used by language teachers to describe the objective of speaking
activities. The term is frequently related to the oral production of the language. It is used to
refer to the ability to produce connected speech without constant pauses and hesitations.
Hedge (2000) explains that fluency involves responding coherently by linking turns of
conversation, using intelligible pronunciation, and linking words, and phrases without
hesitation. To put it in a different way, fluency is directly related with the speed of delivery

and accuracy. It is important to denote, however, that pauses are natural in human speech. Nevertheless, constant pausing is a sign of a struggling speaker (Thornbury, 2005).

Dimensions of speaking fluency

1.9.1.1 Pronunciation

Accurate pronunciation requires knowledge about both the phonological and the phonetic aspects of the spoken language. While the former studies the combination of sounds including, phone, allophones and phonemes, the latter refers to the study of the articulatory, and acoustic properties of speech sounds. That is, it examines the production of sounds by the human vocal apparatus. Learners need to develop knowledge about different aspects of the target language sound system. Presenting different sound features of the language make learners able to produce accurate pronunciation which is the main aim of teaching speaking. Commenting on that, Luoma (2009) explains that the goal of language speakers should be developing the ability to produce intelligible speech rather than obtaining a native like accent which is hard to be achieved.

1.9.1.2 Speed of lexical access

In addition to the pronunciation, fluency is also related to the ability of recalling vocabulary rapidly. The speed of lexical access depends on the richness of the lexical background, as well as the familiarity with the topic presented.

1.9.1.3 Formulaic speech

Formulaic speech is another main aspect of fluency. It refers to prefabricated sequences of two or more words that function as a single unit. Formulaic language gives learners the chance to avoid frequent pauses in real time speaking conditions. Thornbury (2005), in his

explanation to what he calls chunks or 'prefabs', sets a list of the most used formulaic language. These are:

- Collocations: they are words that have been combined through repeated use like densy population
- Phrasal verbs: such as pick up, look for, run out of.
- Idioms and saying: such as speak of the devil, as cool as a cucumber.
- Sentence frames: they refer to the fixed formulas of sentences such as would you to….
- Social formulas: they refer to common used sentences, such as: take care, see you soon.
- Discourse markers: such as I take your point, by the way.

1.9.1.4 The use of pause fillers and repairs

In order to compensate speech pauses and blocks, speakers use pause fillers as a strategy. Pause fillers give speakers the opportunity to gain more time until formulating the next idea. The most common pause fillers are: well, I mean, um, uh, you know, and so on.

1.9.1.5 Continuity

It is probably the most remarkable dimension of fluency. A continuous speech is generally assumed to be synonymous to a fluent speech. Continuity refers to the connectedness of speech. In other words, it is the accordance of words to formulate connected sentences without interruptions in a smooth and consistent manner. To put it in a different way, continuous speech is similar to a chain of words that are connected seamlessly to create balanced speech rhythm. Thornbury (2005) points out, 'if the speaker - produces - one - word - at -a- time - like – this - no matter how accurate the results are the speaker will not normally judged a fluent speaker' (p.7).

1.9.2 Accuracy

Another major component of effective speaking is accuracy. The term refers generally, but not exclusively, to the grammatical correctness. It is the ability to produce correct sentences within a specific discourse in terms of grammar. That is, accuracy involves the selection of convenient expressions to convey the intended meaning. In the same vein, Srivastava (2014) points out, 'accuracy refers to the ability of thelearner to produce grammatically correct sentences, the learner should not only know correct grammatical rules of the language but also able to speak and write accurately' (p. 55).

To reiterate, grammatical knowledge is the ability to put words together into sentences in an appropriate manner. The latter does not only provide proper written English language, but also it provides the ability to produce efficient spoken language. That is, without grammatical knowledge, learners cannot achieve the determined language success. Kohli (1984) sets an analogy to illustrate the importance of grammar as two car drivers driving a car in a road. The first driver knows only how to drive and nothing about the working of the engine. However, the second driver knows driving, and also understands the working of the machinery. In this case, the first driver will be helpless whenever s/he encounters a trouble in the machinery. Conversely, the second driver will be able to manage the problem and continue (cited in Debata, 2013).

Moreover, without the ability to use grammatical structures accurately, learners' language production will be severely restricted. Thus, knowing the structural aspects of the language is essential for language speakers. Roberts (1972) divides grammar into three components. First, the syntactic component describes the parts of the sentence and their order. Second, the phonological component considers the pronunciation of the sentence.

Finally, the semantic component provides the meaning of the sentence (cited in Ngaboyera, 2006).

1.9.3 Vocabulary

Vocabulary is another major aspect which defines successful communication. It refers to the amount of words which learners have developed in the target language in order to produce both the written and the spoken language effectively.Basically, the lexical knowledge is the core of successful interaction. i.e., without extensive vocabulary, learners cannot express themselves appropriately or understand others. Accordingly, Nation (2001) explains that vocabulary facilitates language use and, reciprocally, language use improves vocabulary knowledge. In the same way, Schmitt (2000) emphasises on the importance of vocabulary in communication. In his words, he reports, 'lexical knowledge is central to communicative competence and to the acquisition of a second language' (cited in Alqahtani, 2015).

Speaking is assumed to be difficult because it requires immediate language production, and vocabulary recalling in real time conditions. Therefore, most of EFL learners often find themselves not able to express their intentions, and achieve less than their objectives. Wilkins (1972) states that, 'There is not much value in being able to produce grammatical sentences if one has not got the vocabulary that is needed to convey what one wishes to say. While without grammar very little can be conveyed, without vocabulary nothing can be conveyed' (ibid).

To sum up, speaking is a multidimensional skill that encompasses different dimensions. It is undeniable that fluency, grammatical accuracy, and vocabulary are three major conditions that define effective speaking proficiency. However, there are other aspects that should be given an adequate consideration by language learners in order to build an

inclusive speaking proficiency. Since language is not a list of isolated elements, it is important to consider the contextual relevance of speech production, the pragmatic knowledge, sociocultural knowledge, and discourse knowledge. Not to exclude the importance of any of these aspects, the three elements fluency, grammatical accuracy, and vocabulary are discussed based on the rationale of the current study.

1.10 Teaching Speaking: Classroom practices

Unlike the other courses, Oral Expression sessions are assumed to be more vital. Therefore, teachers need to bear in mind that learners have to produce the language more than just receiving input. The Oral Expression session is not a lecture, therefore, it is important to provide more opportunities for learners to express themselves, and practise the spoken language. As far as teaching speaking is concerned, teachers usually play various roles in the classroom. The role of the teacher depends on the nature, and the objectives of the task. That is, s/he may be a controller, an observer, an organiser, a director, an assessor, or a participant. Moreover, it is important to denote that teachers can perform multiple roles simultaneously. i.e., a teacher can organise, assign turns, and evaluate in the same time. Furthermore, there are different classroom activities that can be used by teachers to promote learners' speaking competence. Kayi (2006) suggests some of the speaking activities. Thses are stated as the following:

1.10.1 Problem solving

This activity involves suggesting a dilemma or a problem, and giving learners the chance to explore its dimensions through interaction using the target language.

1.10.2 Information gap activities

This activity involves cooperative work between pairs. For instance, one student describes a picture, and the other partner tries to draw it.

1.10.3 Discussion

Discussion is an efficient activity thatcan help learners to enhance their fluency. Also, it develops their critical thinking through the exchange of different views.

1.10.4 Role plays

Harmer (2001) points out that role plays activities involve the imagination of a particular situation, and acting accordingly. Therefore, role plays do not only offer learners the opportunity to practise the target language, but also promotes learners' creativity.

1.10.5 Simulations

Simulation activities provide real circumstances for speaking practice using imaginary tasks. Therefore, these activities arefavourable for young language students. To make the point clearer, in a simulation activity about a doctor visit, the teacher may bring some medicinesand instruments in order to realise the setting.

1.11Assessing Speaking

Assessment is a crucial stage in teaching speaking because it provides teachers with the necessary reflective feedback about learners' strengths and weaknesses. This feedback inspires teachers' insights to develop teaching practices. Basically, the immediate production of language may be stressful for some learners, therefore, speaking tests are assumed to be the most difficult and challenging for EFL learners. According to Thorbury (2005), written tests of grammar are more easy and practical. On the contrary, speaking

tests are difficult and time-consuming because learners have to be interviewed individually.

Since speaking is a multidimensional skill, it is practical to use precise criteria to make the assessment more feasible and objective. Brown (2007) summarises the major criteria of speaking assessment as follows:

- Pronunciation
- Fluency
- Vocabulary
- Grammar
- Discourse feature (cohesion, sociolinguistics, appropriateness...)
- Task (accomplishing the objective of the task is also closely dependent on comprehension).

1.12 The Dynamic Relationship between Listening and Speaking

In the recent years, language teachers have realised the importance of integrating language skills to improve learners' communicative competence. Moreover, it is generally recommended to integrate those skills that share the same channel of communication, such as: reading-writing and listening-speaking (ibid).

The importance of integrating listening and speaking extends beyond the academic setting. To put it in a different way, daily communication requires constant exchange of roles between speakers and listeners. Therefore, the effectiveness of responses depends basically on effective listening comprehension. Except for lectures, oral presentations or speeches, both interlocutors take active mutual turns in interactive communication. Thus, it is not sufficient to be a good speaker without the ability to comprehend what has been said by others. Anderson and Lynch (1988) state, 'for the l2 learner to be proficient partner in conversation, he needs to be skilled as both speaker and listener' (p.15). Supporting the

same argument, Noblitt (1995) explains that declarative knowledge represented in listening and reading is the base of language production. In other words, listening comprehension supports spoken production of the target language (cited in Cabezas, 2015).

1.12.1 Listening in improving oral skills: empirical studies

Several studies were conducted to investigate the usefulness of integrating listening tasks to improve the spoken ability of learners. Dupuy (1999) reports the improvements in second language learners' vocabulary, fluency and self-esteem after one to five minutes of training with aural texts. In the same way, Nation and Newton (2009) explain that learners show improvements in pronunciation, spelling, vocabulary, grammar, and fluency after exposing them to listening tasks with an emphasis on meaning- focused input and output. Another study is conducted by Pavlenko (2010) to examine the outcomes of listening activities. In this study, 120 students of a specific higher education institution were divided in two groups. 60 of them were exposed to listening tasks while the other half received casual instruction. The comparative analysis of the outcomes indicates the effectiveness of listening tasks to improve language speaking competence of students. (cited in Cabezas, 2015).

1.12.2 Teaching speaking through listening: classroom practices

Since the two skills are closely connected, there are several classroom activities that integrate listening comprehension with speaking production. Bueno and McClaren (2005) suggest:

•**Integrated skills work (jigsaw-listening):** This activity involves working in groups to share, and exchange information. Groups of learners listen to different recordings on the same subjects followed up by various activities. Later, they read the answers, and try to compare it with other groups.

•**Using videos:** video clips may be watched then followed by discussion.

•**Using the language laboratories**: language laboratories offer the opportunity to develop knowledge about the phonological discriminations, and aural vocabulary recognition.

•**Using computers and CD-ROMs**: using computers provides the possibility of further practice of listening at home.

•**Using songs**: it involves selecting up-to-date songs that are clearly pronounced. Many skills can be integrated in this activity, such as: sound recognition, spelling, aural practice, discussion, and debates.

•**Games**: in addition of being enjoyable and entertaining, various speaking aspects can be integrated using games. They can enhance fluency, pronunciation, vocabulary, and language comprehension.

•**Listening as homework:** it is not so much about integrating speaking skills as further opportunity for listening practice (cited in Rocio, 2012, p. 61).

Conclusion

To conclude, this chapter attempted to provide a general overview on the speaking skill. Initially, the chapter reviewed the main elements of listening including its nature, types, and processes. Additionally, an attempt was made to provide an inclusive literature review on speaking, including its articulatory processes, sub-skills, and importance. The present chapter also tried to elucidate the problems that EFL learners encounter in speaking, as well as some functions of the spoken language. Moreover, the chapter traced the main teaching methods and highlighted their major assumptions. Furthermore, it sought to underline three main speaking aspects, namely: fluency, accuracy, and vocabulary. Finally,

the chapter tried to draw the main teaching practices of integrating listening and speaking skills.

The following chapter is an attempt to introduce the use of audio-authentic materials as a motivational factor to enhance EFL learners' speaking ability.

CHAPTER TWO: AUTHENTIC MATERIALS AND MOTIVATION

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Introduction

The present chapter attempts to display various types of authenticity and authentic materials. Moreover, it tries to survey the major advantages and disadvantages of integrating authentic materials in EFL classrooms. Additionally, it seeks to elucidate different sources wherein different types of authentic materials can be obtained, and looks for a presentation of the major criteria adopted in the selection of materials in order to obtain the highest level of benefit. Finally, this chapter will also present the definitions, and types of motivation. Finally, it attempts to highlight the role of authentic materials to enhance learners' motivation.

2.1 Authenticity as a Term

The term authenticity has been noticeably discussed lately in teaching, and learning foreign languages. Several applied linguists have given different definitions for the term. One shared aspect among these definitions is that authenticity refers to the originality, and genuineness of language. Tasuki (2006) defines it as, 'Authenticity is taken as being synonymous with genuineness, realness, truthfulness, validity, reliability, undisputed credibility, and legitimacy of materials or practices' (cited in Baghban, 2011, p.4).

2.1.1   Authenticity in language teaching: A historical overview

The issue of integrating the notion of authenticity in language teaching is not recent. In the 16th century, Roger Ascham and Michel de Montaigne have introduced authentic approaches to learn Latin. Besides, Henry Sweet is considered to be one of the first advocates who introduced the importance of authentic texts. He argues that authentic texts, 'do justice to every feature of the language' unlike artificial texts which include 'repetition

of certain grammatical constructions, certain elements of the vocabulary, certain combination of words' (ibid).

2.1.2 Types of Authenticity

There are four types of authenticity that have been proposed by Breen (1985), namely: text authenticity, learner authenticity, task authenticity, and classroom authenticity.

Text authenticity: it refers to the authentic properties of a particular text.

Authenticity of learners: it refers to the ability of learners to understand, and interpret the meaning of the presented text like the native speakers do in the real world.

Authenticity of task: it refers to the authenticity of the tasks selected for learners to be engaged in an authentic communication.

Classroom authenticity: it refers to the actual social situation of the language classroom. That is, the environment wherein learners share problems, strategies to overcome the problems, experiences, and language content. (cited in Al-Azri & Al-Rashdi, 2014, p. 250)

2.2 Authentic Materials: Definition (s)

The role of teaching materials is unquestionably crucial. Generally speaking, materials are usually seen as text books. However, the term encompasses varied sources apart from textbooks. Tomlinson (2010) defines materials as any aspect that can be used to facilitate teaching language learners. Materials, then, can be dictionaries, CD-Rome, handouts, videos, tapes, or any other sources of language input.

Referring to the literature, there are numerous references to authentic materials. Therefore, it is important to refer to some definitions provided by different researchers. Nunan (1989) argues that authentic materials are those materials which are not produced

for educational purposes. Supporting this argument, Tomlinson (2010) defines an authentic text as, 'A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview, and a traditional fairy story are examples of authentic texts' (p.8). Similarly, Grellet (1981) approaches the nature of authentic materials. In his words:

> 'Authenticity means that nothing of the original text is changed and also that its presentation and layout are retained. A newspaper article, for instance, should be presented as it first appeared in the paper; with the same typeface, the same space devoted to the headlines, the same accompanying picture (...) The picture, the size of the headline, the use of bold-face type, all contribute to conveying the message to the reader' (cited in Mishan, 2005, p. 13).

What can be noticed from the above citations is that authentic texts preserve their authentic properties. Authenticity, then, refers to the genuine presentation of the material without any changes. Accordingly, Herod (2002) explains that authentic learning can be represented by materials and activities that are similar to real world situations (cited in Al-Azri &Al-Rashdi, 2014, p. 250). Peacock (1997) considers authentic materials as materials that have been produced to achieve specific social objective in specific situations.

Based on the previously mentioned definitions, authentic materials can be defined as materials which are produced by native speakers of the target language in daily life situations. Therefore, the aim of the language presented in these materials is generally non-educational. Most of language teachers question the credibility of teaching the language based on textbooks tasks which may be seen as artificial. Hence, the notion of authenticity in language teaching captures a great interest of both language teachers and materials designers.

2.2.1 Types of Authentic Materials

There are various types of authentic materials that can be used by teachers to achieve different objectives. It is worthy to mention that learners have different learning styles, preferences, and different ways of processing input. Therefore, it is crucial for language teachers to use varied types of materials in order to embrace all the types of learners. Authentic materials can be broadly classified under four types. These are presented as follows:

Authentic listening materials: These refer to audio-materials, such as: radio, songs, and telephone conversations.

Authentic printed materials: These include written materials, such as: magazines, newspaper, maps, restaurant menu, and books.

Authentic listening-viewing materials: These include materials which involve both listening and seeing, such as: movies, TV shows, TV commercials, and documentaries.

Authentic visual materials: As the saying goes "one picture is worth a thousand words". Visual materials can refer to materials that involve seeing, such as: pictures, photographs, paintings, and signs.

2.2.2 Sources of authentic materials

The extension of technology has changed several notions in our daily life. The computer-based technology and internet are now implemented in various domains including teaching and learning. The development of information and communication technology has enriched teaching materials and improved teaching practices. As a result, there are different sources of authentic materials that can be used in the classroom. Some of these are explained as follows:

2.2.2.1 Internet

Internet is considered to be a major source of information, and a wealth of knowledge in different domains be it entertainment, education, economy, politics, or communication, Additionally, Internet makes it easier to get access to various materials that can be beneficial to enhance learners' linguistic, and communicative competences.

2.2.2.2 Songs

Songs are usually seen as essential motives to learn. The majority of learners are assumed to like music more than other types of audio-materials because it expresses their feelings and emotions. Besides, songs can reflect the culture of the language which helps to enhance learners' cultural awareness. Accordingly, Mishan (2005) points out, 'song represents its culture, defined in this way, when it functions as a force for social expression and even change, as did, for example, the American protest songs of the 1960s' (p.196).

2.2.2.3 Newspapers

Another worth mentioning source of information is the newspaper. The latter provides up-to-date information that can be motivating for language learners. Also, newspapers are adaptable for different grades, and provide a wide range of practical vocabulary.

2.2.2.4 Films

Films are motivating and enjoyable materials to learners of diverse ages and learning styles. They can develop comprehension, as well as language skills, particularly listening and speaking. Additionally, films are preferable materials because they display both audio and visual input.

2.2.2.5 Recipes

Recipes are practical and motivating materials that can be used in different activities. They provide authentic insights about cultures, and native speakers' way of life. Furthermore, they inspire curiosity and raise learners' problem solving thinking.

2.2.2.6 Radio

The radio is an accessible material that can be used for pedagogical purposes. It is widely used as an educational means in the early twentieth century. It displays interesting topics that can raise learners' motivation and curiosity.

2.2.2.7 Weather forecasts

They are rich sources of authentic language. They provide technical vocabulary and help learners to develop their prediction and comprehension.

2.2.3   Authentic and non- authentic materials

Many researchers draw a distinction between authentic materials and non-authentic materials. Authentic materials refer to materials that are designed for native speakers, such as T.V commercials, weather forecasts, newspapers, magazines, menus, letters, and maps. On the contrary, non-authentic materials are used to refer to materials that are originally designed for non-native speakers, and more specifically to language learners. They typically put a greater emphasis on the linguistic aspects of the language, including its grammar, lexis, and pronunciation. Hedge (2000) makes a comparison between natural speech of native speakers, and recordings that are made for language learners. This idea is expressed in the following table:

Table2.1 A comparison between authentic and non-authentic language (Source: Hedge, 2000, p. 240)

AUTHENTIC LANGUAGE	NON- AUTHENTIC LANGUAGE
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated intonation pattern
Natural Features of connected speeches: elision	Carefully articulated pronunciation
Variety of accents	Received Pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipsis infrequent
Background noise present	Background noise absent

Referring back to the above table, it can be deduced that authentic language is characterised by various properties. Initially, it displays the normal speed of language production. That is, these materials provide the opportunity to closely examine the native speakers' speed of oral production. Moreover; authentic language presents some natural occurring aspects, such as: intonation, interruptions, and pauses.

2.2.4 Advantages and Disadvantages of Using Authentic Materials in Language Teaching

The issue of incorporating authentic materials in language teaching and learning has been noticeably discussed in the last years. Most researchers and teachers have realised the role of these materials in the improvement of learning and teaching. Despite the important contribution of these materials, there are some scholars who express some thoughts against its integration in the field of teaching and learning languages.

2.2.4.1 Advantages of authentic materials

- **Expose learners to real English language**

Unlike other types of materials, authentic materials bring learners into direct contact with the target language. These materials provide opportunities for learners to be exposed to the language as it is in its native context. Widdowson (1996) comments on that, 'real English as it functions in contextually appropriate ways, needs to refer to how people who have the language as an L1 actually put it, to communicative use' (cited in Al Azri & AL Rashdi, 2014, p.250). In the same trend, Strevens (1987) argues that authentic or native language materials can have several benefits which may range from providing learners with opportunities for genuine interaction, adopting communicative roles that are similar to real life situations to changing the relationships between teachers and pupils. (cited in Nunan, 1989, p. 93).

- **Develop the ability to cope with real life situations**

Authentic materials draw a link between classroom practice and real world communicative situations. Unlike contrived materials, authentic materials provide learners with the necessary notions and functions which they may use for communicative social

purposes in the target language. That is, authentic materials help learners to cope with real life situations and use the language effectively.

- **Develop thinking in the target language**

Another advantage of integrating the notion of authenticity in language teaching and learning is developing language thinking. Authentic materials expose language learners to native speakers' way of reasoning, thinking, and behaving. As a result, learners can build a critical thinking in the English language which helps them to make interpretations, and understand the intentions of native speakers which cannot be understood by a superficial analysis of the language.

- **The concept of 3Cs**

Mishan (2005) introduces the concept of 3Cs referring to culture, challenge, and currency as three basic benefits of using authentic materials. She reports that authentic materials provide cultural knowledge of the target language. Moreover, these materials may offer recent language use since they consider recent issues. Finally, she asserts that authentic materials are more challenging because of their difficulty which it may be considered as a motive for interesting learning.

- **Encourage teachers to adopt more creative teaching tasks**

Authentic materials help teachers to use creative tasks in teaching. They provide a wide range of educational practices that can be useful to develop learners' language skills.

- **Authentic materials and cultural aspect**

The notion of culture refers to the aspects which define a speaking community or a group of people, such as: values, beliefs, customs, and art. The relationship between

language and culture is undoubtedly crucial. Since language cannot be taught without its culture, effective foreign language teaching should reflect the cultural context of the target language. Therefore, developing learners' cultural awareness is of a paramount importance as other language aspects, including grammar and pronunciation.

Authentic materials, as a source of genuine input, provide learners with a holistic cultural knowledge about the target language. Since effective communication is framed by cultural and social frontiers, learners need to develop a cultural knowledge in the language. That is, it is not sufficient to produce accurate language without being socially and culturally accepted. Shanahan (1997) proclaims that culture is not mere facts that can be taught and learnt; but, it is a way to make learners feel the need to speak and use the target language (cited in Kilickaya, 2004).

Briefly put, it can be concluded that knowing a language goes beyond knowing its structures and lexis. Effective language learning involves further dimensions of the language, including social conventions and cultural aspects. This knowledge enables language learners to develop their communicative strategies and get meaning across.

2.2.4.2 Disadvantages of using authentic materials

There are some scholars who are against the integration of authentic materials in teaching languages. They claim that these materials are too difficult to understand since they are not designed for educational use. Kilickaya (ibid) believes that authentic materials may make the teachers' role more difficult since they have to explain and simplify the difficult vocabulary, and the complex structures of language presented. Moreover, authentic materials may bring negative effects to weak learners. That is, the complexity the language presented in these materials may be demotivating and frustrating to learners.

Following Segueni (2009), authentic materials may be culturally biased. To put it differently, the language presented in these materials may contain aspects that are socially and culturally rejected in learners' culture. Additionally, the selection of appropriate authentic materials which are relevant to learners' level may be seen as time consuming process. That is, teachers need to make a close preparation to make the selected materials useful and convenient to learners' needs and objectives.

2.2.5 Criteria for the selection of authentic materials

There are various available sources of authentic materials that can be used by teachers. Basically, it is important to make some considerations in order to select the appropriate teaching materials. First, teachers are required to consider learners' tendencies and level. That is, the selected content should meet learners' needs, as well as their interests. Second, it is important to consider the cultural background of the selected materials. The variations of the intercultural perceptions about the acceptable linguistic and non-linguistic behaviour make the content of some materials not accepted. i.e., one topic can be freely discussed in one culture; but, it is considered as a taboo in other cultures. Third, the materials selected should be relevant to learners' linguistic level regarding the level of complexity.

Finally, it is important to consider that learners have different learning styles. Learning styles refer to learners' individual preferential way of learning ranging from auditory, visual to kinesthetic. Therefore, it is generally recommended to use various types of teaching materialsin order to cater for different learning styles. Segueni (ibid) summarises the basic criteria that should be taken under consideration in the selection of authentic materials. These can be put as follows:

Authenticity: The materials should offer genuine communicative use.

Accessibility: The materials should be simplified in order to be understood by learners.

Appropriateness: The materials should be relevant to learners' age, needs, and level.

Applicability: Materials should fit the teaching context.

Adaptability: Materials should be adapted to learners' educational needs (p. 16).

2.2.5.1 At which level should authentic materials be introduced?

Teaching materials can represent the main source of input for learners. It is important; therefore, to use the appropriate materials that fit learners' level. Kim (2000) and Kalickaya (2004) explain that authentic materials can be used with advanced and intermediate level learners (cited in Al-Azri &Al-Rashdi, 2014, p. 252). From another perspective, Milller (2005) and McNeil (1994) believe that authentic materials can be used even with lower level learners (ibid). To put it in a different way, authentic materials can be used with different levels of proficiency, however, it is important to consider the complexity of the language presented in the materials. That is, learners with low language level are more likely to deal with materials which contain a simple language.

2.2.6   How should authentic materials be used?

As far as teaching is concerned,there are certain considerations that should be followed when integrating authentic materials in order to achieve the targeted objectives. Since the main concern of this research is the audio-materials, below are some suggestions about the effective use of audio-authentic materials in classrooms.

2.2.6.1 Audio authentic materials

As Anugeharwati (2013) explains, there are various types of audio-authentic materials that can be used to improve both listening and speaking skills, including radio, songs, or YouTube videos that can be converted to MP3. Before using the audio-authentic materials, teachers are required make a close evaluation of the listening tapes in terms of content, language complexity, and the quality of recording. Moreover, the recordings selected should fit the teachers' goals, and fulfill the predetermined objectives of the task. For instance, if the teacher's intention is to build learners' vocabulary about weather, weather forecasts are a great choice.

Another consideration is that the recordings selected should catch learners' interest. That is, traditional songs or boring radio programmes will not be considered as motivational activities for young learners. For a successful listening, teachers have to set their learners mentally ready for the listening activity. This can be achieved through a brief discussion about the topic of the listening tape or by asking learners some questions in order to activate their prior knowledge. Next, the recordings should be played at least twice. The first listening can be devoted for general understanding. The second listening, however, can be devoted to specific activities based on the objective of the task.

2.2.7 The role of the teacher

The integration of authentic materials in language teaching necessitates a careful selection, and a close preparation in order to achieve successful practice. Since authentic materials display natural occurring language, it is the teachers' role to manage and adapt these materials in order to be appropriate to learners' needs and level. Accordingly, Spellerie (2002) introduces three roles of the teacher. These are:

A Filter: The teacher presents the language in a controlled manner in order to fit learners' level, needs and interests.

A Culture Guide: The teacher introduces and explains any kind of cultural information found in the authentic materials used.

An Objective Chairman: The teacher must be objective and fair when the authentic materials present items that may lead to clashes in some discussions about specific topics. (cited in Segueni, 2009, p. 17).
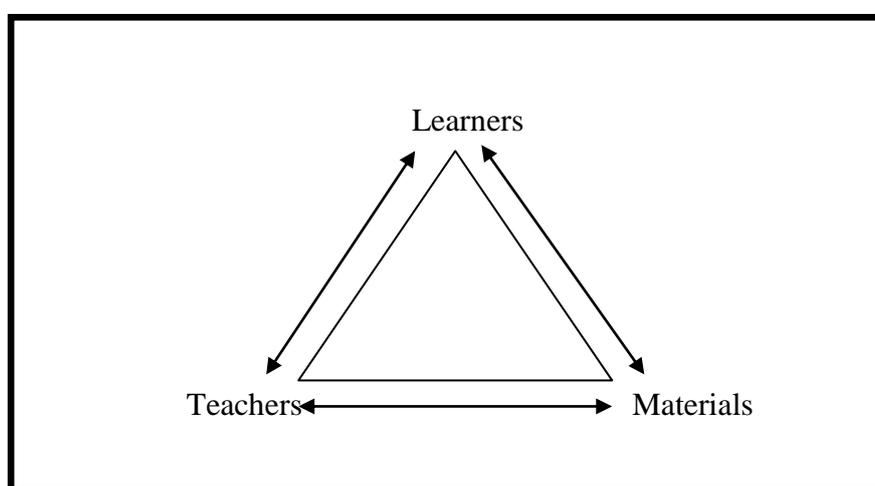
Figure 2.1 Three key success factors in second language speaking development (Source: Goh and Burns, 2012, p. 6)

2.2.8   The Impact of aural authentic materials on learners' speaking   performance

As far as language is concerned, Segueni (2009) explains that authentic materials provide a closer contact with language features, such as: grammar, pronunciation, and vocabulary. Moreover, they display different variations of expressing meaning. Equally important, spoken authentic language presents real language features, including speed, intonation, rhythm, stress, repairs, idioms, and slangs. Therefore, the constant reliance on artificial language makes learners not able to use the language effectively.

To illustrate some properties of authentic language, Tomlinson (2010, p. 68-69) sets a comparison between a naturally-occurring language and a constructed language as follows:

Text 1: scripted text from a textbook

Making a Doctor's Appointment

(telephone rings)

Patient: Could I make an appointment to see the doctor please?

Receptionist: Certainly, who do you usually see?

Patient: Dr. Cullen.

Receptionist: I'm sorry, but Dr. Cullen has got patients all day. Would Dr. Maley do?

Patient: sure.

Receptionist: OK then. When would you like to come?

Patient: Could I come at four o'clock?

Receptionist: Four o'clock? Fine. Could I have your name, please?

<div align="right">(Nunan & Lockwood, 1991)</div>

Text 2: authentic text

Confirming an Appointment with the Doctor

Receptionist: Doctor's rooms, can you hold the line for a moment?

Patient: Yes.

Receptionist: Thanks.

(pause)

Receptionist: Hello.

Patient: Hello.

Receptionist: Sorry to keep you waiting.

Patient: That's all right um I'm just calling to confirm an appointment with Dr. X for the first October.

Receptionist: Oh…

Patient: Because it was so far in advance I was told to.

Receptionist: I see what you mean, to see if she's going to be in that day.

Patient: that's right.

Receptionist: Oh we may not know yet.

Patient: Oh, I see.

Receptionist: First of October…Edith…yes.

Patient: Yes.

Receptionist: There she is Ok you made one. What's your name?

Patient: At nine fifth…

Receptionist: Got it, got it.

<div align="right">(Burns, Yoyce & Gollin 1996)</div>

Referring back to the above illustrative conversations, the language presented in the first conversation is systematic and trouble-free. Turns change systematically without any interruptions or overlapping. Moreover, the language presented is simple with the use of a common vocabulary. On the contrary, the second conversation represents a genuine telephone conversation. The language used in this conversation is more flexible. That is, it contains short forms, such as 'That's all' and pause fillers, such as: "um".

Another worth mentioning aspect is the presence of interruption and overlapping. Speakers may talk at the same time, but this does not necessarily affect the flow of the conversation because this overlapping lasts for a short period of time. Additionally, speakers in the second text use utterances, such as: 'oh, I see', 'that's right', 'Yes' to indicate attention and understanding of the communicated message. These utterances are generally called 'listening responses'. Chiefly, they are considered as demonstrations of encouragement, approval, understanding, and attention. Furthermore, they are used in order to maintain the smoothness and the flexibility of the spoken discourse.

2.2.8.1 Pronunciation

Audio-authenticmaterials provide realistic examples of speed of oral production of native speakers. Moreover, these materials expose learners to real language features, and various

regional accents. Also, they help them to identify connected speech properties, including elision, linking, and assimilation. Therefore, exposing learners to audio-authentic language provides the opportunity to develop speaking fluency, and accent. Accordingly, Matsuta (n.d) in an attempt to illustrate authentic spoken language feature states that:

> ManyJapanese EFL studentshave difficulty pronouncingand identifying the difference between [1] and [r] because there is nophonological difference between [1]and [r] inJapanese. Bywatching and listening to the native speaker's modeling pronunciation in the video, students can understandhow [1] and [r] areproduced. (p. 42).

2.2.9 The Importance of Context

A close analysis of human interaction reveals that communication is embedded in context which is framed by social, spatial, temporal, and cultural aspects. These definethe nature, the objective, and the effect of language. Accordingly, Richards and Renandya (2002) claim, 'language is as it is because of the purpose we put it to' (p.84). That is, language is defined by the context wherein it occurs.

Based on this assumption, teaching materials should reflect the context of the target language. It is almost impossible for learners to understand and interpret the language without its context. The same authors also add, 'without a knowledge of what is going on, who the participants are and their social and psychological distance in time and space from the events referred to, it is impossible to understand the real meaning of an interaction' (p. 84). To sum up, authentic materials draw a relevant connection between the language use, and the context in which it occurs. Thus, the knowledge of context provides meaningful, and contextualized language practice.

2.3 Motivation

Motivation is an essential construct not only in language learning, but in all aspects of daily behaviour and practices. As far as education is concerned, motivation is assumed to be one of the foremost factors that determine foreign language learning success.

2.3.1 Definition of Motivation

Motivation in learning can be defined as the desire to be engaged in activities and learning tasks. The latter can be observed through the frequency of participation, and the involvement in activities. That is, when learners are motivated, they are more likely assumed to show more persistence, and attention to the presented learning task. Consequently, alearner who does not show any involvement in the classroom is considered to be unmotivated.

Unfortunately, many learners are present during sessions, but do not pay any attention to the presented tasks. The wrong selection of learning activities and materials is probably one of the main reasons that lead learners to be mentally absent. Therefore, it would be better for language teachers to adopt various teaching methods in order to raise learners' motivation to learn.

2.3.2 Motivation and speaking performance

As it has been discussed before, the role of motivation is indisputably important in language learning. Chiefly, Motivation has a direct effect on learners' speaking performance. In other words, motivated learners are more likely interested to practise the spoken language, and enhance their communicative skills. That is, the more learners are motivated, the more they participate and concentrate on the learning tasks. Dörnyei (1998) argues, 'motivation has been widely accepted by both teachers and researchers as one of the key factors that influences the rate and success of second/foreign language (L2) learning' (cited in Barker, 2004, p. 71).

2.3.3 Sources of motivation

The sources of motivation can be primarily divided into two main types on the basis of learners' goals of doing a particular task. These are: intrinsic and extrinsic motivation. On the one hand, extrinsic motivation is a drive that arises from outside world circumstances. On the other hand, intrinsic motivation can be defined as an internal individual drive. To put it in a different way, extrinsic motivation occurs when learners perform a particular learning activity in order to get a reward i.e., grades, scholarship, or even praise. Conversely, intrinsic motivation occurs when learners do a specific activity for its own sake. That is, the activity may be challenging, enjoyable, or motivating.

To illustrate the difference between the two types of motivation, one learner can be motivated in a speaking activity, for instance, because s/he enjoys speaking the language itself. However, another learner may be equally motivated, but just to get a good grade in the course. Overall, intrinsic motivation is assumed to yield better results than extrinsic motivation because intrinsically motivated learners have a constant persistence, and interest to learn. On the contrary, extrinsically motivated learners lose their motivation once they earn the reward. Accordingly, Ryan and Deci (2000) reveal, 'Over three decades of research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons' (p. 55).

2.3.4 Authenticity and Motivation

Authentic materials are considered to be a source of intrinsic motivation for learners who are interested in the target language. They provide real communicative input, and display the various aspects of native speakers' culture. Singleton (1989) explains that authentic tasks bring learners closer to the target language culture, and make learning motivating and enjoyable (cited in Peacock, 1997, p. 144). Authentic materials, then, create a genuine classroom environment that draws a link between real life and educational

practices. Therefore, learners tend to be more motivated when they deal with tasks that can have a practical application in their future.In conjunction with this, Guariento and Morley (2001) explain that authentic materials help to raise learners' motivation by giving them a sense of learning a real language (cited in Al-Azri & Al-Rashedi, 2014).

2.3.5 Authentic Materials and Motivation: Empirical studies

The empirical platform of the effect of authentic materials on motivation is widely rich. Going through the literature, there are several studies that are conducted by different researchers on the subject matter. Initially, Kienbaum et al., (1986) have researched the usefulness of traditional teaching methods in comparison to the communicative approach using authentic materials. They note that all students were enthusiastic and motivated by the use of authentic materials over the traditional teaching methods (cited in Omid & Azam, 2016). In the same way, Zohoorian (2015) has investigated the effect of authentic context on the motivation level. She conducted an experiment during eight weeks. The experimental group was exposed to authentic tasks and authentic texts. The study concluded that authentic context is more effective to enhance learners' motivation level. Additionally, Marzban and Davaji (2015) have conducted a quantitative study to investigate the effect of authentic texts on motivation and reading comprehension of EFL students at the intermediate level of proficiency. The study concluded that there was a positive change in the means of scores of motivation after reading authentic texts.

Peacock (1997) has researched the effect of authentic materials on 'on-task behavior', and overall classroom motivation. Data were collected during seven weeks through a quasi-experiment. The results were notably important. Learners were on-task 86 percent when using authentic materials. On the contrary, Learners were 78 percent on-task when using artificial materials. Additionally, the overall class motivation results revealed that

mean scores were 29 out of 40 when using AMs. However, the scores were 23 for artificial materials.
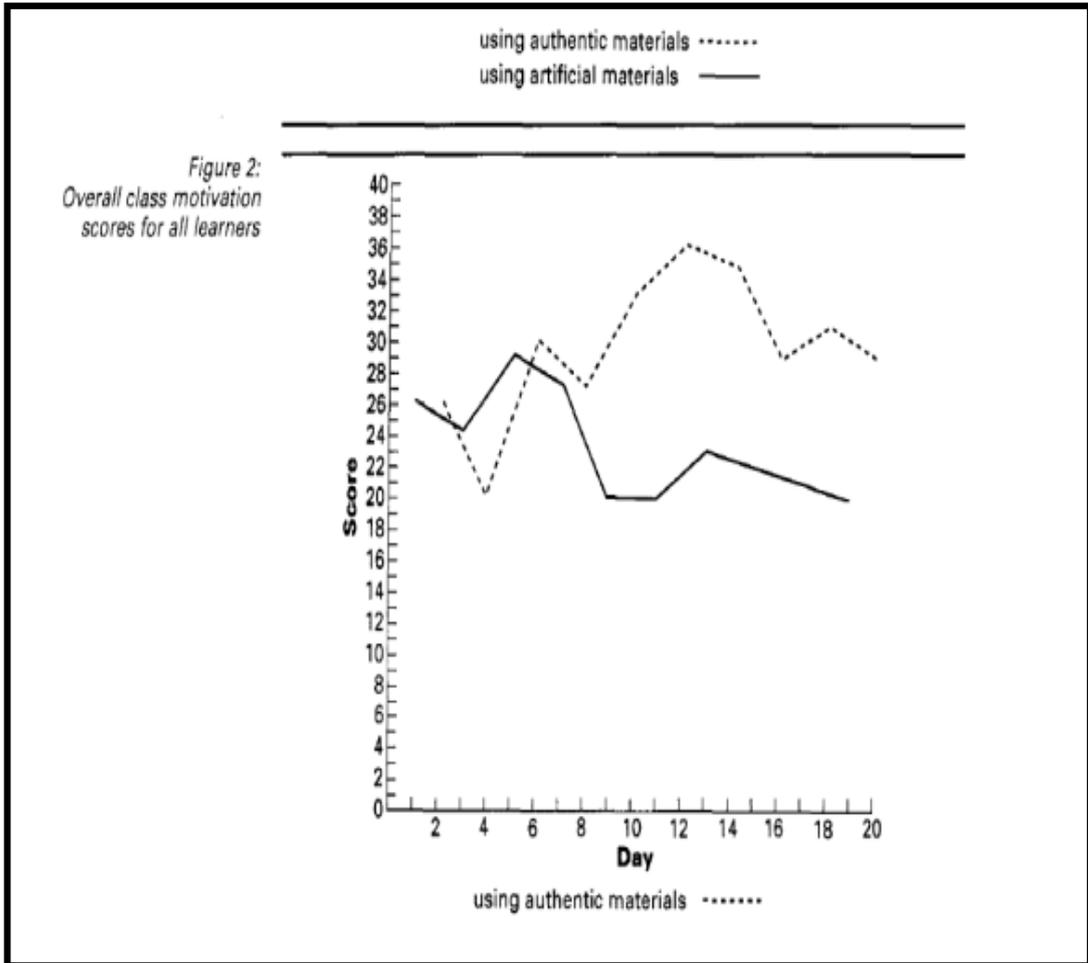
Graph 2.1 Overall class motivation scores for all learners. (Source: Peacock, 1997)

Referring back to the above empirical studies, it can be concluded that learners are assumed to be more motivated when they are engaged in tasks that provide challenge, curiosity, and have relevance to real life. In other words, authentic materials are more likely to foster learners' motivation and task engagement since they provide practical, and authentic language input.

Conclusion

This chapter was an attempt to review the basic aspects related to authenticity of teaching materials. Moreover, it tried to provide a background on authentic materials from different perspectives. It had also stressed the advantages of integrating authentic materials in teaching languages. Furthermore, it attempted to highlight the most useful sources of authentic materials, and provided an elucidation to understand the basic classroom implementations of these materials. At last, the chapter also focused on the relationshipbetween authenticity and motivation.

The following chapter will be devoted to the research methodology underlying this study, and to the interpretation of the collected data followed by a discussion and synthesis of the major findings.

CHAPTER THREE: FIELDWORK AND DATA ANALYSIS

CHAPTER THREE: FIELD WORK AND DATA ANALYSIS

Introduction

The present chapter presents the field work and the analysis of the collected data. Initially, it provides a theoretical background on the research methodology underlying the study. It attempts to describe the approach, the adopted strategy, and the data collection methods that are used to probe the hypothesis under-investigation. Additionally, it provides the rationale behind the selection of each of the data collection methods. The chapter also seeks to investigate the utility of audio-authentic materials as a motivational strategy to boost learners' speaking performance. Furthermore, it provides a detailed analysis of the collected data followed by a discussion based on the obtained results in an attempt to validate the research hypotheses suggested in this study.

3.1 Research Methodology: Theoretical background

3.1.1 Research approach

The research methodology underlying this study was selected because it serves our research nature, and offers the appropriate data collection methods that avail the research hypotheses. Initially, a research approach is, in its broadest sense, the theoretical framework that underlies a particular study. Research approaches can be divided into a trichotomy consisting of: a quantitative approach, a qualitative approach, and a mixed-method approaches. On the one hand, the quantitative approach can be defined as an approach that is used to explore and understand a particular phenomenon. It is generally concerned with quantifying the variation rather that describing it. Dörnyei (2007) reports, '... involves data collection procedures that result primarily in numerical data which is then analysed primarily by statistical methods. Typical example can be a survey research using a questionnaire, analysed by statistical software such as SPSS' (p.24). On the other hand, the qualitative approach is considered to be an unstructured approach of inquiry. It

involves primarily social sciences and other domains. The same author states, '…it involves data collection procedures that result primarily in open-ended, non-numerical data which is then analysed primarily by non- statistical methods. Typical example: interview research, with the transcribed recordings analysed by qualitative content analysis' (p.24).

Finally, the mixed method research approach involves the integration of both quantitative and qualitative research to gain more depth and understanding.Dörnyei (ibid) explains that the mixed method researcher '…involves different combinations of qualitative and quantitative research either at the data collection or at the analysis levels. Typical example: consecutive and interrelated questionnaire and interview studies' (p. 24).

Therefore, since the main aim of the present study is to draw general descriptions about the effect of audio-authentic materials on learners speaking proficiency, the researchers intended to use the qualitative approach to probe the subject under-investigation. The selected approach is assumed to be appropriate to investigate the participants' perceptions of, and reactions towards,the integration of authentic materials in Oral Expression sessions.

3.1.2 Research strategies

As it is claimed byDörnyei (ibid),there are eight research strategies, namely: Case Studies, Ethnographic Studies, Phenomenology, Experiments, Grounded Theory, Action Research, Longitudinal Studies, and Mixed-methods. In the present study, a case study was adopted as a research strategy. In general, case studies enable the researchers to closely examine the phenomenon under-investigation. Accordingly, Zainal (2007) explains that case studies provide holistic and in-depth investigations to form a general understanding of complex issues. Moreover, it helps to explain the underlying process, as well as the outcomes of particular phenomenon through observation. Accordingly, Hoadjli (2015) states, 'the main benefit of a case study approach is that the focus on one or few instances

allows the researcher to deal with subtleties and intricacies of complex, social situations'(p.71).

3.1.3 Data collection methods

The choice of the data collection methods is determined by the type of the research strategy, as well as the adopted approach. These data collection methods provide the opportunity to collect data from various sources through the use of different instruments, including: questionnaires, interviews, observation, tests, and so on.

3.1.3.1 Questionnaire

A questionnaire is another different way of collecting data. This method is assumed to be a workable data collection method because it can include a large population at once. The questionnaire can be described as a series of questions which are used by the researcher in order to collect data about the respondents' perceptions, opinions, experiences, feelings, and attitudes. Basically, questionnaires can contain different types of questions, such as close-ended questions, open-ended questions, and also both of these. Furthermore, questionnaires are favourable because they are easy to be administered, and easy to be interpreted. These properties are probably the main reasons of the wide use of questionnaires in research.

3.1.3.2 Observation

Observation is considered as an efficient data collection method in different contexts. It involves collecting data about the subject matter under-investigation. Moreover, it provides direct contact with human behaviour. That is, it offers the ability to record real data in a natural occurring context, such as classrooms. Furthermore, observation helps to better

understand the phenomenon by observing natural behaviours, or language production. In the same vein, Denscombe (2010) comments,

> Observation does not rely on what people say they do, or what they say they think. It is more straightforward than this. Instead, it draws on the direct evidence of the eye to witness events at first hand. It is based on the premise that, for certain purposes, it is best to observe what actually happens' (cited in Hoadjli, 2015, p.95).

3.1.3.3 Focus group

This data collection method involves interviewing a small group usually between six to 12 participants. Also, this method enables the researcher to be in a closer contact with participants to identify their opinions about a particular topic through their verbal or non-verbal responses, i.e., facial expressions. In addition, the focus group is assumed to be more practical than the interview because instead of interviewing each individual separately, the group members would discuss together and provide their responses. Accordingly, Dörnyei (2007) reports, 'the focus group format is based on the collective experience of group brainstorming, that is, participants thinking together, inspiring and challenging each other, and reacting to the emerging issues' (p. 144).

3.2 Research Methodology: Research Design

The research design of this study was organised into sections and sub-sections. Each section presents the aim, structure, and validation of each of the data collection methods used in this study. It is important to point out that the researchers referred to Hoadjli (2015) to conceive a framework of the research design.

3.2.1 The Questionnaires

3.2.1.1 Rationale and aim

Teacher's Questionnaire

The purpose of the teacher's questionnaire was to investigate the materials that Oral Expression teachers usually use to promote their learners' speaking performance. Also, it intended to check out whether audio authentic materials are part of teaching speaking process, or not. Additionally, the questionnaire sought to identify the areas of difficulties that EFL learners face in speaking from teachers' perspectives. More importantly, the questionnaire also attempted to identify the observable outcomes that teachers have noticed when using authentic materials in their classrooms.

Student's Questionnaire

The purpose of the students' questionnaires was to explore their current speaking performance level, and to investigate their perceptions of the use of audio-authentic materials in Oral Expression sessions. It also sought to identify the main demotivating factors regarding speaking.

3.2.1.2 Structure and content

Teacher's Questionnaire

The teacher's questionnaire was composed of three sections in which the questions were varied. That is, both close-ended questions, and open-ended questions were used in order to collect data. The questionnaires were submitted to nine teachers of Oral Expression in their ordinary sessions. At last, a section was devoted for an opinionnaire in order to collect teachers' perceptions about the quality of the presented questionnaire in the piloting stage.

Section One: *General Information (item 1)*

This section aimed to identify teachers' experience in the field of teaching Oral Expression (question 1). It provided three choices of years of experience.

Section Two: *Teaching Speaking with Audio Authentic Materials (from item 2 to item 10)*

The section was designed to investigate teachers' perceptions about the utility of audio-authentic materials in teaching speaking (question 3 and sub question 3.1). Furthermore, it investigated the possible sources that teachers would consider to obtain authentic materials that can be used in teaching speaking (question 5 and question 9). Additionally, it endeavored to explore the areas of difficulties that face EFL learners in speaking (question 10).

Section Three: *Opinionnaire (from item 11 to item 14)*

This section was designed to identify the respondents' opinions about the clarity of the questionnaire. It consisted of four questions that sought to evaluate the content and form of the questionnaire. Overall, the section aimed to help the researcher to adjust the content and layout in terms of repetitions, difficulty, and ambiguity.

Table 3.1 Teachers' questionnaire in the piloting stage.

Structure	Content
Section One	**General information (item 1).**
Section Two	**Teaching speaking with audio authentic materials (from item 2 to item 10).**
Section Three	**Opinionnaire (from item 11 to item 14).**

Student's Questionnaire

This questionnaire was used to obtain data about the subject matter under-investigation. It was submitted hand to hand to our sample of Third Year LMD students in an ordinary session. The questionnaire was a combination of both close-ended questions and open-ended questions. While the former was used to collect direct answers using yes or no questions, multiple choices, and likert scales. The latter was used to obtain more details about the respondents' perspectives and opinions by asking for justifications, and reasons.

Along with the design of the present questionnaire, five sections were proposed to our respondents. Each section was designed to collect data about one aspect of our study. These were: speaking, motivation, and authenticity. Like the teachers' questionnaire, the last section in the piloting stage was devoted to an opinionnaire. This part was the space of students where they could give their perceptions of the layout and the content of questions.

Section one: *Background information (from item 1 to item 2)*

This section was composed of two direct questions. It was designed to identify the respondents' Gender (question 1) and Age (question 2). The section meant to provide valuable information about our respondents.

Section two: *Speaking Skill (from item 3 to item 7)*

This section attempted to investigate learners' perceptions of the most important language skills. Moreover, it sought to endeavor the main difficulties that EFL learners face in speaking. All in all, the present section was about general perceptions of speaking performance of the respondents.

Section Three: *Motivation in speaking (from item 8 to item 10)*

This section was devoted to investigate learners' motivation to speak. It sought to identify the frequency of participation in Oral Expression session. Further, it investigated the main demotivating causes that EFL face. Also, the section attempted to identify the perceptions of the respondents regarding the relation of motivation and speaking performance.

Section Four: *Audio Authentic Materials (from item 11 to item 17)*

This section was designed to explore learners' perceptions of the preferred authentic materials. Additionally, it attempted to identify the main difficulties that EFL learners encounter while using authentic materials. The section also examined whether our respondents are familiar with the spoken native language, or not.

Section Five: *Opinionnaire (from item 18 to item 22)*

Table 3.2 Students' questionnaire in the piloting stage.

Structure	Content
Section One	**Background information (from item 1 to item 2)**
Section Two	**Speaking Skill (from item 3to item 7)**
Section Three	**Motivation in speaking (from item 8 to item 10)**
Section Four	**Audio Authentic Materials (from item 11 to item 17)**
Section Five	**Opinionnaire (from item 18 to item 22)**

3.2.1.3 Pilot and validation

Before the final administration, both teachers' and students' questionnaires were pre-used to validate the content in order to get the required data. Basically, the main objective of the piloting stage was to check out the comprehensibility of the questions, the clarity of the instructions, and the correctness of the content in terms of redundancy and ambiguity. Moreover, the piloting stage aimed to validate the layout of the questionnaire in terms of attractiveness.

In the piloting phase, students' questionnaireswere administered to ten students from our population of Third Year LMD students. It is important to note that the questionnaires were answered and collected in the same session. The students took about ten minutes to answer the questions. In the meantime, the questionnaire was distributed to two teachers as experts in order to benefit from their feedback and observations. The piloting stage was carried out two days before the final administration of the questionnaire.

Our Supervisor made some useful remarks about the questionnaire. He recommended to add a choice in (question 3) named as (All of them). Also, the supervisor proposed to add a sixth choice in (the sub-question 11.1) as internet (Multimedia). Additionally, He raised an important remark concerning the number of questions of the questionnaire. He suggested to reduce the number of questions in order to guarantee that all the students will answer the questions. Apart from the supervisor's feedback, the piloting stage revealed that no necessary changes should be made. All students agreed on the clarity of questions, as well as the instructions. Concerning the teachers' questionnaires, two versions were distributed to two teachers as experts, one of them is a teacher in middle school. As it is the case in the students' questionnaire, teachers' feedback detected no gaps or mistakes that should be managed before the final distribution of our questionnaire.

3.2.1.4 Data collection procedures for the questionnaire

In the submission phase, students' final questionnaires were handed to 50 students of Third Year LMD in a session of Applied Linguistics. There were no difficulties concerning the distribution. Our respondents gave their questionnaires back in the same session. In addition, teachers' questionnaires-items were distributed to nine teachers of Oral Expression in their teaching sessions. Only one teacher refused to answer the questionnaire; therefore, we were obliged to look for another teacher to accomplish the intended number of respondents.

3.2.2 The Observation

3.2.2.1   Rationale and aim

As it has been stated earlier in section (3.1.3.2), classroom observation was selected as one of the data collection methods for the present study. The main aim of the method was to evaluate the overall speaking performance, as well as the motivation of the participant group members. That is, it was used to investigate the observable differences in the participants' speaking performance before and after using the audio-authentic materials.

Classroom observation was used in order to obtain direct feedback, and detailed evidence to ensure that learners' needs are met. Moreover, the adopted data collection method provides the opportunity to evaluate more than one aspect at the same time. These aspects may be verbal, such as linguistic performance, or non-verbal, such as motivation.

3.2.2.2 Structure and content

Initially, it is important to denote the difference between a structured and an unstructured classroom observation. While the former is more restricted by using observation schemes, the latter is considered to be less clear. That is, the observer does not

have a precise idea about what is looked for. Basically, the evaluation can be summative or formative. Summative evaluation refers to the evaluation of learners' improvement at the end of a programme. However, the latter is used to evaluate the progress, and the ongoing feedback of a particular programme or a treatment.

As discussed earlier, the observer was a participant during the observation time. While the first two sessions of the observation were devoted to role plays, and open discussion, the last three sessions were devoted to use various types of activities using authentic materials. It is important to denote that the observation sessions took place in the laboratory. Since headsets were not available, the materials used were a computer and loudspeakers. Moreover, the participants were asked to sit in the front intentionally in order to ensure that all of them can effectively listen to the recordings. To illustrate the situation, the classroom layout is demonstrated in appendix eight.

In terms of general description of the scheme, the checklist consisted of two main sections, namely: motivation and speaking performance. The former aimed to observe the overall classroom motivation and involvement. However, the latter was an attempt to observe the participants' speaking performance regarding fluency, accuracy, and vocabulary. The checklist was designed in a form of a table wherein each column was devoted for one session. By using the table form, the observer had to tick the appropriate box that best described the participants' motivation level, and speaking performance (see appendix 7). Below is a short description about the main sections of the checklist.

1. **Motivation**

   1.1 Enjoyment of the task

This item was designed in order to observe to the extent of enjoyment of the activities. Basically, it was composed of three descriptive sentences in which three different states of learners were provided.

1.2 Involvement in the task

This item was an attempt to observe learners' involvement in the activities. The latter is directly related to the enjoyment of the task. Again, the item consisted of three evaluative sentences.

1.3 Participation

Participation was the last item in the first section of the checklist. Using three sentences, the observer tried to observe the overall frequency of participation in the tasks presented. It is important to mention that the three previous items are closely interrelated.

2. Speaking Performance

2.1 Fluency

This item was designed to observe the level of fluency before and after using the audio-authentic materials. That is, the aim of this part is to investigate whether, or not, our participants were able to produce more connected speech, and reduce pauses.

2.2 Accuracy

This item was used to check out the ability of our participants to construct accurate sentences. That is, the category aimed to describe to which extent our participants can implement accurate grammatical structures in their spoken language.

2.3 Vocabulary

The last item was assigned to observe the lexical knowledge of our participants. The main aim was to observe whether our participants were able to adopt new vocabulary to their language store, or not.

3.2.2.3 The Main Inconveniences

The main obstacle for the researcher was the absence of some participants. In the initial stage, 32 students wrote their names to participate in the study. However, only 12 of them were present during the observation sessions. Another troublesome issue was the time of the sessions. Since our participants belong to different groups, it was difficult to find a common free time. These difficulties were managed thanks to the administration and the supervisor's assistance. Additionally, another difficulty that faced the researcher was the combination of two roles simultaneously. That is, the observer and the instructor. To overcome this obstacle, the researcher recorded all the sessions in order to have the opportunity to make a closer analysis after each session.

3.2.3 Students' evaluation forms

3.2.3.1 Rationale and aim

Learners' evaluation forms are another data collection method that was used in the present study. Initially, forms of evaluation can be varied based on the researcher's needs and choices. Therefore, various techniques can be used as an evaluative form, including: surveys, questionnaires, checklists, interviews, and observation. Accordingly, Mc Namara (2002) states, 'often programs are established to meet one or more specific goals. Goals-based evaluation involves evaluating the extent to which programs are meeting predetermined goals or objectives' (p.4).

In what concerns our study, students' evaluation forms were distributed to our participants after having the intervention, i.e., after using the audio-authentic materials in Oral Expression course. The evaluation aimed to identify participants' perceptions of the effectiveness of the presented tasks, as well as the materials. The essential aim of the students' evaluation is to provide teachers with useful insights to improve the teaching practices.

3.2.3.2 Structure and content

As mentioned earlier, students' evaluation forms were only used with the participant group of the observation. In terms of the layout, the checklist was designed as a likert-scale wherein the participants could indicate to which extent they agreed or disagreed with the stated sentences. Moreover, the checklist was composed of four categories (see appendix 8). Each category was used to identify the participants' evaluative opinions about a particular aspect. To start with, the first category was concerned with the effectiveness of activities. Additionally, the second category was devoted to evaluate the materials used in terms of motivation, interests, difficulty, and variety. Furthermore, the third category dealt with the speaking performance. That is, it aimed to identify whether the audio-authentic materials helped the participants to improve their fluency, accuracy, and vocabulary. The last category attempted to evaluate the participants' motivation towards the presented tasks.

3.2.4 Focus group

3.2.4.1 Rationale and aim

This data collection method was used as an additional tool to collect more detailed feedback about the participants' perceptions of the effects of audio-authentic materials on speaking proficiency. Since students' evaluation forms did not provide the opportunity for

the participants to express freely their own perceptions because it was restricted to particular statements, the researcher used the focus group at the end of the applied intervention. That is, the fifth session.

3.2.4.2 Structure and Content

As it has been mentioned earlier, the focus group was consisted of 12 interviewees who had participated during the five sessions of the observation. The researcher raised four main questions in order to obtain more data about the participants' perceptions of the utility of authentic materials, the preferred types of materials, and the activities that were used. These questions were as following:

Question 1: What do you think about using authentic materials in teaching speaking?

Question 2: Which type(s) of authentic materials do you prefer?

Question 3: What do you think about the materials and the activities that were used in these last sessions?

Question 4: What have you learnt from the last sessions? And which activity have you liked the most?

Table 3.3 The order of using the data collection methods.

1. The Pre-intervention phase
Stage One: Investigating teachers' and students' perceptions of the use of audio-authentic materials in teaching speaking.
Methods: Teachers' questionnaires.
Students' questionnaires.
2. The intervention phase
Stage Two: Towards the intervention
Investigating the effect of implementing audio-authentic materials on learners' speaking proficiency, and motivation.
Methods: Participant observation.
Place: language laboratory.
Time: Five sessions.
3. Post-intervention phase
Stage Three: Investigating the participant group perceptions about the effectiveness of integrating audio authentic materials on their speaking proficiency, and motivation.
Methods: Students' evaluation forms.
Focus group.

3.3 Research Sampling Technique

3.3.1 Population and Sample: General description

The population of this study was consisted of 361 of Third Year LMD students at the Department of Foreign Languages Section of English in the University of Mohamed

Kheider. From this population, 12 students participated voluntarily to attend the observation sessions. Furthermore, the sample consisted of six males and six females who had similar learning experiences. That is, the practice of one session per week. It is important to mention that the selection of the population was purposive. That is, we have chosen Third Year LMD students because they are assumed to have more flexibility to deal with the authentic materials. Moreover, Third year LMD students are thought to be more committed, and interested to help the researchers. Additionally, the number of participants served the nature of the data collection method, i.e., the observation would be difficult using a large sample.

Table 3.4 Percentage and number of the population and sample.

Population		Sample		Number	Percentage
Number of **Third year** **LMD** **Students**	**Percentage**				
		Respondents **of** **the** **students' questionnaire**		50	13.85%
Total 361	100%	**Respondents' of teachers questionnaire**		9	2.49%
Males 81	22.43%	**Participants** **of** **the** **observation**		12	3.32%
Females 280	77.56%	**Respondents of learners'** **evaluative checklist** **Focus group**		12	3.32%

3.4 Data Analysis Procedures

In the present study, we intended to use the descriptive approach to analyse the data obtained from the questionnaires, and students' evaluation forms. The descriptive approach

involves only describing what the data show. Moreover, the content based approach was adopted to analyse the data collected from the observation.

3.5 The Results

3.5.1 The Questionnaires

3.5.1.1 Teachers' questionnaires

 Section One: *General Information*

1. How long have you been teaching oral expression?

 Table 3.5 Teaching experience in years.

Experience in years	Number of participants	Percentage
1-3 years	5	55.55%
3- 6 years	2	22.22%
More than 6 years	2	22.22%

Regarding this question, its aim was to identify the teaching experience of our teachers in teaching the course of Oral Expression. As the table shows, the majority of teachers (55.55%) reported that they have been teaching the course for less than three years. However, 22.22% claimed that their teaching experience is higher than three years. Equally, 22.22% of teachers asserted that they have been teaching the course for more than six years.

 Section Two: *Teaching Speaking with Audio Authentic Materials*

2. 'Good listeners are good speakers' to which extent do you agree/disagree with this statement?

Table 3.6 Agreement/disagreement with the relation of listening and speaking.

Agreement/disagreement	Number of Participants	Percentage
Strongly agree	9	100%
Agree	0	0%
Neutral	0	0%
Disagree	0	0%
Strongly disagree	0	0%
Total	9	100%

This question sought to determine to which extent our respondents agree/disagree with the stated claim. The question was designed in a form of likert-scale wherein five options were suggested. Regarding the rates, all the respondents (100%) strongly agreed that good listeners are good speakers.

3. Would you prefer to use authentic materials in teaching speaking?

Table 3.7 Teachers' perceptions of the use of authentic materials in teaching speaking.

Choice	Number of participants	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

This question considered teachers' opinions of the use of authentic materials in teaching speaking. The rates denote that all our respondents (100%) claimed that they would prefer to use authentic materials. Notwithstanding, no one reported the opposite.

3.1 If yes, why do you prefer to use authentic materials in speaking classes? (you can tick more than one box)

Table 3.8 Advantages of using authentic materials.

Advantages	Number of participants	Percentage
a. Increase learners' motivation to speak	6	66.66%
b.Improve learners' accuracy, fluency	6	66.66%
c.Enrich learners' vocabulary.	8	88/88%
d.Expose learners to real and authentic language	9	100%

This sub-question sought to investigate teachers' perceptions of the utility of using authentic materials in teaching speaking. The question was composed of four choices, and it was possible to tick more than one box. As the above table reveals, 66.66% of our respondents claimed that authentic materials help to increase learners' motivation. Equally, 66.66% of them reported that they would prefer to use authentic materials because they can improve learners' accuracy, as well as fluency. On the other hand, the majority of our respondents (88.88%) revealed that these materials can enrich learners' vocabulary. Finally, all the respondents (100%) believed that authentic materials are useful because they expose learner to real language.

4. How often do you use authentic materials in your class?

Table 3.9 Frequency of using authentic materials.

Frequency	Number of participants	Percentage
Very often	1	11.11%
Often	2	22.22%
Sometimes	5	55.55%
Rarely	1	11.11%
Total	9	100%

This question regarded the frequency of using authentic materials in Oral Expression sessions. The rates show that only (11.11%) of our respondents reported that they use these materials very often in their sessions. However, 22.22% of respondents confirmed that they often use authentic materials. Also, the majority of the respondents we questioned (55.55%) claimed that they sometimes apply authentic materials. At last, only (11.11%) of respondents reported that the use of authentic materials in Oral Expression session is rare.

5. What are the sources that you would possibly consider to obtain authentic materials for your speaking class?

Table 3.10 Sources of authentic materials

Types	Number of participants	Percentage
Radio	2	22.22%
TV	5	55.55%
Newspaper and magazines	1	11.11%
Songs	8	88.88%

This question aimed to investigate the main sources that Oral Expression teachers rely on to obtain useful authentic materials. Initially, 22.22% of respondents claimed that they prefer radio. However, 55.55% of respondents stated that they prefer using materials from TV. 11.11% of them asserted that newspaper and magazines are useful. Notably, the majority of respondents (88.88%) chose songs.

6. In your opinion, at which level would you use authentic language materials?

Table 3.11 The appropriate level to use authentic materials.

Learners' level	Number of participants	Percentage
Advanced learners	1	11.11%
Intermediate level	3	33.33%
Beginners	1	11.11%
All of them	4	66.66%
Total	9	100%

This question probed teachers' perceptions of the appropriate level in which authentic materials should be introduced. The question suggested three main choices ranging from advanced, intermediate level, to beginners. The percentage reveals that 11.11% of respondents claimed that it is preferable to use authentic materials with advanced level. Conversely, 33.33% of them regarded that authentic materials should be used with intermediate level. Finally, the majority of respondents (66.66%) confirmed that authentic materials can be used with different levels.

7. In your opinion, what are the causes of poor speaking performance of learners?

Table3.12 Teachers' perspectives about the causes of learners' poor speaking proficiency.

Causes	Number of participants	Percentage
a. Speaking is difficult	1	11.11%
b. They are shy to speak in public	2	22.22%
c. They lack motivation to speak	9	100%
d. Lack of exposure to real language	9	100%

Regarding this question, four choices were suggested to probe teachers' perceptions of the main causes of learners' poor speaking performance. 11.11% of respondents claimed that speaking is difficult. 22.22% asserted that anxiety is the main cause. However, all the respondents (100%) reported that learners' poor speaking performance is due to the lack of motivation. Again, all the respondents (100%) asserted that the lack of exposure to authentic language has a negative effect on learners' speaking performance.

8. As a teacher of Oral Expression, have you ever used listening to authentic materials activities as a strategy to enhance learners' speaking performance?

Table 3.13 Using audio authentic materials in teaching speaking.

Choice	Number of participants	Percentage
Yes	9	100%
No	0	0%
Total	9	100%

Referring back to the above rates, all our respondents (100%) asserted that they have used audio-authentic materials activities in Oral Expression sessions.

8.1 If yes, have you noticed any improvement while using those materials?

Table 3.14 Improvement in learners' speaking proficiency.

Choice	Number of participants	Percentage
Yes	8	88.88%
No	1	11.11%
Total	9	100%

This sub-question sought to identify whether our respondents have noticed any improvement when using audio-authentic materials, or not. The majority of respondents (88.88%) reported that there were some changes. However, only one teacher representing (11.11%) stated the opposite. She claimed that she used these materials only for very few times.

8.1.1 If yes, please explain how?

This sub-question was asked in order to understand the improvement which our teachers have observed when using audio-authentic materials in Oral Expression sessions. It is important to note that two respondents had not inserted any explanations, and left the question as a blank. However, respondent (1) claimed that students were more motivated to imitate the native language of the listening tapes. Moreover, they became more fluent and acquired a great deal of new vocabulary. Respondent (2) asserted that learners enjoyed listening to native speakers, and they started using new words in context. Additionally, respondent (3) reported that students started getting used to the native speakers' accent, and they tried to imitate the speaker's speaking speed. Not far from that, respondents (4) claimed that students acquired new vocabulary, improved their pronunciation, and learnt how to use some words in the right context. Additionally, s/he added, 'I have observed

improvement in students' motivation and interest'. In addition, respondent (5) explained that students started to use the same language of native speakers in terms of accent, speed of speech, and vocabulary. Finally, respondent (6) asserted that students were more motivated and enthusiastic to participate in the presented tasks during the session.

9. Among these types of authentic materials, which ones make your learners more motivated?

Table 3.15 Types of authentic materials.

Choice	Number of participants	Percentage
Printed materials	1	11.11%
Audio materials	3	33.33%
Audio visual materials	4	44.44%
Visual materials	1	11.11%
All of them	2	22.22%

This question considered the types of authentic materials that are likely to increase learners' speaking motivation. The percentage reveals that only (11.11%) of respondents claimed that printed materials can make learners more motivated. On the other hand, 33.33% of teachers reported that audio-authentic materials can be motivating and useful. However, the majority of respondents (44.44%) confirmed that learners are more motivated when they are exposed to audio-visual materials. Finally, 22.22% regarded that all types of authentic materials are motivating. What can be concluded from the above results is that the majority of students generally prefer audio- visual and audio-authentic materials over the other types.

10. As a teacher of Oral Expression, what are the areas of difficulties that face your

learners?

Table 3.16 Difficulties that face EFL learners from teachers' perspective

Difficulties	Number of participants	Percentage
Accuracy	1	11.11%
Fluency	2	22.22%
Pronunciation	6	66.66%
Vocabulary	6	66.66%
All of them	3	33.33%

This last question sought to examine the areas of difficulties that EFL learners face in speaking. The table reveals that 11.11% of respondents claimed that learners face difficulties in grammar. Additionally, 22.22% of them believed that fluency is the main obstacle that the majority of learners face in speaking. Moreover, the majority of respondents (66.66%) asserted that learners encounter difficulties in pronunciation. Equally, 66.66% of respondents chose vocabulary. Finally, 33.33% of teachers reported that their learners face difficulties in all the previously mentioned language aspects.

Section Three: *Opinionnaire:*

11. Do you think that the questions in this questionnaire are difficult to answer?

Table 3.17 Difficulty of questions.

Choice	Number of participants	Percentage
Yes	0	0%
No	2	100%

As the table shows, both teachers we questioned (100%) revealed that the questions of the questionnaire were not difficult to answer.

12. Do you think that the layout of the questionnaire is attractive?

Table 3.18 The layout of the questionnaire.

Choice	Number of participants	Percentage
Yes	2	100%
No	0	0%

Regarding the layout of the presented questionnaire, both of the respondents (100%) claimed that the layout was attractive.

13. Are there any ambiguous questions?

Table 3.19 The clarity of questions.

Choice	Number of participants	Percentage
Yes	0	0%
No	2	100%

Referring back to the above table, both of the teachers agreed on the clarity of questions suggested in the presented questionnaire.

14. Are there any repeated questions?

Table 3.20 Repetition of questions.

Choice	Number of participants	Percentage
Yes	0	0%
No	2	100%

This last question was raised in order to detect any sort of repetitions in the questionnaire. The results revealed that our respondents (100%) asserted that there were no repeated questions.

3.5.1.2 Students' questionnaires

Section One: *General Information*

1. Please specify your gender

Table 3.21 Gender of respondents

Gender	Number of students	Percentage
Female	34	68%
Male	16	32%
Total	50	100%

This question demonstrated the respondents' gender. It provided the number of female and males, as well as the percentage. As the table shows, the number of female was 34 (68%) and the number of males was 16 (32%). This denotes that females are the prevailing category in third year LMD students.

2. Please specify your age:

Table 3.22 Age group of respondents

Age	Number of students	Percentage
20 – 22	40	80%
23 – 25	10	20%
Total	50	100%

This question sought to identify the average age of our respondents. The majority of respondents were aged between 20-22 years. However, only ten participants were aged between 23-25 years. This reveals that our respondents share comparable learning experiences.

3. Which skill do you consider that it is the most important?

Table 3.23 Learners' perceptions of the most important language skill.

Skills	Number of students	Percentage
Speaking	18	36%
Writing	6	12%
Listening	2	4%
Reading	3	6%
All of them	21	42%
Total	50	100%

This question sought to determine respondents' opinions of the most important language skills. Among five choices, 36% of the respondents we questioned chose speaking as the most important skill. However, six respondents gave much importance to writing (12%). Moreover, 4% of respondents considered listening more important than other language skills. Additionally, the respondents representing (6%) claimed that reading is the most important. Finally, the majority of respondents representing the higher rate (42%) reported that all language skills are equally important.

4. How do you evaluate your speaking performance?

Table 3.24 Learners' peaking performance level

Speaking level	Participants number	Percentage
Good	12	24%
Average	30	60%
Weak	8	16%
Total	50	100%

This question sought to identify our respondents' evaluation of their speaking performance level. Referring back to the presented rates, 24% of respondents considered their speaking performance as good. Additionally, 60% of them claimed that their speaking performance is average. Finally, only 16% of our respondents assumed that they have a weak speaking performance.

5. What are the difficulties that you face in speaking? (You can tick more than one box)

Table.3.25 The difficulties encountered in speaking.

Difficulties	Participants number	Percentage
Pronunciation	9	18%
Grammar	13	26%
Fluency	19	38%
Vocabulary	21	42%

This question aimed to investigate the areas of difficulties that our respondents face during speaking. The percentage revealed that 18% of respondents reported that pronunciation is the main difficulty of speaking. Additionally, 26% claimed that the main difficulty is to implement grammatical knowledge in their speech. However, 38% of respondents reported that their main difficulty is fluency. Finally, the majority of respondents (42%) revealed that the main difficulty of speaking is the lack of vocabulary.

6. Describe your satisfaction with your Oral Expression sessions?

Table 3.26 Level of satisfaction with Oral Expression sessions

Level of satisfaction	Number of participants	Percentage
Very satisfied	4	8%
Satisfied	11	22%
Fairly satisfied	26	52%
Not satisfied	9	18%
Total	50	100%

The table revealed that only 8% of our respondents showed total satisfaction with the Oral Expression session. However, the majority of respondents (52%) reported that they are fairly satisfied. Finally, only 18% claimed that they are not satisfied with the Oral Expression session.

7. Which of these speaking activities is the most used in your class?

Table 3.27 The most used activity in Oral Expression session.

Speaking activities	Number of participants	Percentage
Role plays	34	68%
Open discussion	10	20%
Simulations	0	0%
Listening	6	12%
Total	50	100%

This question sought to identify the most used activity in Oral Expression session. Referring back to the table above, 68% of the respondents argued that role plays are the most frequent activity used in their classes. 20% of the respondents reported that open discussion is the most used activity. However, none of the respondents reported that

simulation activities are used. Finally, only 12% of the them revealed that the most used

activity is listening.

Section Three: *Motivation in speaking*

8. Do you participate in Oral Expression sessions?

Table 3.28 Frequency of participation.

Frequency	Number of participants	Percentage
Always	7	14%
Often	8	16%
Sometimes	20	40%
Rarely	13	26%
Never	2	4%
Total	50	100%

This question identified the frequency of participation of the respondents. According to

the rates, 14% of the respondents claimed that they always participate in Oral Expression

sessions. Additionally, the majority of respondents (40%) reported that they sometimes

participate in the session. However, 26% claimed that their participation is rare. Finally,

only 4% of respondents argued that they never participate during the session.

8.1 If your answer is "sometimes", "rarely" or "never", please state why

Table 3.29 Reasons of the lack of participation.

Reasons	Number of participants	Percentage
I feel anxious when I speak	10	20%
The topics presented and the activities are boring	14	28%

My level in speaking is weak	7	14%
I fear mocking and negative judgments	4	8%

As the rates show, 20% of respondents claimed that they feel anxious when they speak. Moreover, the majority of respondents (28%) reported that the topics presented in the session are boring. Furthermore, 14% of respondents believed that their speaking level is weak. Finally, as the table denotes, only 8% of our respondents reported that they do not participate to avoid mocking and negative judgments.

Others……………………………………………………………………………

Participant one provided a further explanation claiming that he does not participate because the activities presented in the session are not motivating. In his words, he said '*the activities used in my class are not helpful and not motivating'*. Participant two explained he dislikes talking about his private life and most of the topics presented in the session are about learners' personal life. Conversely to the previous views, participant three claimed, '*besides the nature of topics presented, the teacher does not provide many opportunities to participate'*.

9. How do you evaluate your motivation in Oral Expression sessions?

Table 3.30 Learners' motivation level.

Level	Participant number	Percentage
High	3	6%
Medium	38	76%
Low	9	18%
Total	50	100%

As it can be noticed in the above table, only 6% of respondents claimed that their motivation is high in Oral Expression sessions. However, the majority of respondents (76%) revealed that their motivation is medium. Notably, 18% of the respondents viewed that they lack motivation in speaking claiming that their motivation level is low.

10. Do you think that there is a relationship between your motivation level and your speaking ability?

Table 3.31 the Relation between motivation and speaking performance

Choice	Participants number	Percentage
Yes	44	88%
No	6	12%
Total	50	100%

This table identifies whether or not our respondents believe that there is a relationship between motivation and speaking performance. As the rates show, the majority of respondents (88%) believed that motivation level and speaking ability are interrelated. Conversely, only six respondents representing (12%) revealed that there is no relationship between the two aspects.

Section Four: *Audio Authentic Materials*

11. Do you practise listening to native speakers outside the classroom?

Table 3.32 Frequency of practicing listening to native speakers outdoor.

Choice	Participants number	Percentage
Yes	37	74%
No	13	26%
Total	50	100%

This question is designed to identify whether or not our respondents are familiar with listening to native speakers outside the classroom. The results revealed that 74% of respondents claimed that listening to native speakers is a part of their daily life. However, only 26% claimed the opposite.

11.1 If yes, please state what materials do you prefer?

Table 3.33 Types of the preferred materials.

Type of material	Number of participants	Percentage
Songs	23	46%
Radio	3	6%
Movies	21	42%
TV commercials	6	12%
Documentaries	8	16%
Internet (Multimedia)	9	18%

This question sought to investigate the learners' preferred types of materials. It was possible to tick more than one box; therefore, the answers were varied. Starting with the highest rate, 46% of respondents claimed that they prefer songs. Also, only 6% revealed that they prefer listening to the radio. Moreover, 42% of respondents revealed that they like movies. Additionally, 12% of respondents chose TV commercials. While only 16% of respondents claimed that they prefer documentaries, 18% of respondents chose Internet Multimedia as their favourite type of authentic materials.

12. Do you face difficulties to understand native speakers?

Table 3.34 The ability to understand native speakers.

Choice	Number of participants	Percentage
Yes	16	32%
No	34	68%
Total	50	100%

The table attempted to determine whether our respondents encounter difficulties to understand native speakers. As the results show, the majority of respondents representing 68% claimed that they do not face any difficulties to understand native language. On the contrary, 32% of respondents reported that they usually encounter obstacles to understand the authentic language.

12.1 If yes, what are the difficulties that you face?

Table 3.35 Difficulties of understanding native speakers.

Difficulties	Number of participants	Percentage
The speech is too fast	9	18%
It is complicated	5	10%
I do not understand their accent	2	4%

This sub-question was designed to identify precisely the difficulties that our respondents face when they are exposed to native language. The results revealed that 18% of respondents   reported that they do not understand native speakers because the speech is too fast. However, 10% of respondents claimed that it is complicated. Finally, only 4% of respondents argued that they cannot understand native speakers' accent.

13. Do you use authentic materials in Oral Expression sessions?

Table 3.36 Frequency of using authentic materials.

Frequency	Number of participants	Percentage
Very often	0	0%
Often	10	20%
Sometimes	33	66%
Never	7	14%

This question identified the frequency of using authentic materials in Oral Expression session. Since our participants belong to different groups and teachers, the answers were diverse. As the table reveals, none of the respondents claimed that authentic materials are very often used in the session. Conversely, 20% of respondents asserted that authentic materials are often used by their teachers. Notably, the majority of respondents (66%) claimed that authentic materials are sometimes used in Oral Expression. At last, only seven participants representing (14%) reported that they never use authentic materials.

14. Which type of authentic materials do you prefer?

Table 3.37 The preferred types of authentic materials.

Choice	Number of participants	Percentage
Printed materials	4	8%
Audio materials	14	28%
Visual materials	3	6%
Audio visual materials	13	26%
All of them	16	32%

Following the above rates, our respondents had different opinions about the favorite type of authentic materials. Initially, 8% of the respondents reported that they prefer printed materials over the other types. Additionally, 28% of respondents chose audio-materials. Only 6% of respondents claimed that they prefer visual materials. Conversely, 26% of them revealed that they prefer audio visual materials. Finally, the majority of our respondents (32%) declared that they prefer all the types of authentic materials.

15. In your opinion, do you think that audio authentic materials can help learners to improve their speaking performance?

Table 3.38 The effect of audio-authentic materials on the speaking skill

Choice	Number of participants	Percentage
Yes	49	98%
No	1	2%
Total	50	100%

This question identified the respondents' perceptions of the usefulness of audio authentic materials to improve speaking performance. The majority of the respondents (98%) confirmed that audio-authentic materials can enhance their speaking ability. However, only one participant refused this claim.

15.1 If yes, please explain how?

This sub-question was used to obtain more information about the respondents' perceptions of the usefulness of the audio-authentic materials. Our respondents were asked to explain the role of these materials in promoting their speaking ability. It is important to mention that the majority of respondents left the question as a blank. However, some of them provided some brief explanations. These were as follows:

Respondent one claimed that audio-authentic materials provide the opportunity to analyse various speaking aspects, including: pronunciation, stress, and intonation. Not far from that, respondent two reported that audio-authentic materials are useful because they display the way in which native speakers speak. As a result, learners can acquire the right pronunciation and accent. Similarly, respondent three confirmed that the main advantage of audio-authentic materials is learning new vocabulary, and accurate pronunciation of words.

Respondent four explained that using audio-authentic materials in Oral Expression makes her feel more confident and helps her to be more fluent. Respondent five claimed that audio-authentic materials are helpful because the more we listen to native speakers the more we get a native-like fluency. However, respondent six believed that authentic materials help learners to act like native speakers and imitate the way they speak. In conjunction to this, respondent seven asserted that these materials provide more opportunities to practise the spoken language in the classroom.

Supporting the same view, respondent eight stated that those materials make him able to speak fluently and develop his language comprehension. In the same vein, respondent nine reported that authentic materials help learners to understand the culture of native speakers, and develop thinking. Finally, the rest of the respondents (11, 12, 13, 14, 15, 16, 17, 18, and 19) showed a general agreement on the usefulness of audio- authentic materials to promote learners' vocabulary, and fluency.

15.2 If no, please give reasons.

Regarding this sub-question, the respondents were asked to give reasons in order to clarify their points of view. Basically, only one respondent claimed that audio-authentic materials cannot be helpful to improve speaking ability because of the lack of equipment. He added, *" because instead of using headsets we use only speakers"*.

16. In your opinion, do you think that the use of audio-authentic materials in Oral Expression sessions is motivating and enjoyable?

Table 3.39 Audio authentic materials and motivation.

Choice	Participants number	Percentage
Yes	49	98%
No	1	2%
Total	50	100%

This question aimed to identify whether our respondents consider the use of audio authentic materials as motivating factor, or not. The rates reveal that 98% of respondents believed that audio authentic materials are enjoyable. Conversely, only one respondent reported that the use of those materials is not motivating.

17. In your opinion, what is the importance of authentic materials in EFL classrooms?

Table 3.40 Importance of authentic materials.

Importance	Number of participants	Percentage
Not important	0	0%
Fairly important	8	16%
Important	17	34%
Very important	25	50%
Total	50	100%

Referring back to the above results, none of the respondents claimed that authentic materials are not important. Initially, 16% claimed that it is fairly important to use those materials in EFL classes. Additionally, the majority of respondents (50%) believed that it

is very important to implement authentic materials in their classes. Therefore, it can be concluded that all the respondents agreed on the importance of authentic materials.

Section Five: *Opinionnaire*

18. Do you think that the questions in this questionnaire are difficult to answer?

Table 3.41 The difficulty regarding the question of the questionnaire.

Choice	Number of participants	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Regarding this question, (100%) of respondents reported that the questions presented in the questionnaire were easy to answer.

19. Do you think that the layout of the questionnaire is attractive?

Table 3.42 The quality of the layout.

Choice	Number of participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Again, all our respondents asserted that the questionnaire's layout was attractive. Conversely, no one claimed that the quality of the questionnaire in terms of layout was poor.

20. Are there any ambiguous questions?

Table 3.43 Clarity of questions.

Choice	Number of participants	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Regarding this question, all our respondents (100%) confirmed that the questions in this questionnaire were not ambiguous. Notwithstanding, (0%) of our respondents reported the opposite.

21. Are there any repeated questions?

Table 3.44 The Repetition of questions

Choice	Number of participants	Percentage
Yes	0	0%
No	10	100%
Total	10	100%

Referring back to the above table, this question was designed to identify the repeated questions. 100% of the respondents claimed that there were no repeated questions.

22. Are the instructions clear?

Table 3.45 Clarity of instructions.

Choice	Number of participants	Percentage
Yes	10	100%
No	0	0%
Total	10	100%

Regarding this last question, all the respondents (100%) asserted the instructions presented in the questionnaire were clear.

3.5.2 The Observation

3.5.2.1 Pre-intervention

Session One (28/ 02/2016)

Activity one

This session took place in the laboratory of the faculty with the presence of 12 participants. The researcher started the session by introducing herself and the aim of the present study. Moreover, she expressed her profound gratitude and thankfulness to the participants for their attendance and commitment. The first session was devoted to an open discussion about past experiences concerning different aspects, including childhood memories, nicknames, and childhood friends. The researcher intended to use this topic precisely in order to initiate a rapport of friendliness, and familiarity with the participants.

Activity Two

Concerning the second activity, the participants were asked to perform short role-plays about convincing a friend to quit smoking. In pairs, the participants tried to prepare short written dialogues to be performed later in front of the rest of their classmates (see appendix 11).

Session Two (02/03/2016)

This session was devoted for another speaking activity that is debate. Initially, the researcher introduced the activity and explained the instructions. The participants were supposed to debate about the appropriate driving age. Therefore, they were divided into two groups in which each group consisted of six participants. The first group was assigned

to defend lowering the driving age. However, the second group was against the idea (see appendix 11).

3.5.2.2 The Results (pre-intervention/observation)

Regarding the overall motivation of participants, they had showed interest to the tasks used in these two sessions. However, their participation was not adequately rich, and turns were not long. To illustrate the point, when the researcher asked the participants to talk about their childhood friends, the answers were short and not detailed, such as: (*I had a lot friends, I had only one friend...*). Therefore, the researcher was obliged to add more questions to prolong the discussion. For example: 'do you still in contact with your friends?' Furthermore, the researcher asked the participants about their childhood expectations about the future job. Again, their answers were mainly names of occupations, such as: a doctor, a teacher, or an engineer. However, only few of them provided further justification for their choices. It is important to denote here that there were few participants who tried to generate detailed answers; nevertheless, the aim of the observation is to evaluate the overall classroom motivation rather than individual involvement.

In what concerns role plays, despite the fact that the participants showed an adequate interest, they were not much engaged in the task. Only few of them participated voluntarily. Whereas, the rest were asked to try to generate at least very short conversations. In the same way, only few participants were involved in the debate. As a matter of fact, the debate was wealthy of arguments; however, it was observed that the task was centered only on few participants. The rest were not actually involved, and preferred to be neutral.

About the matter of speaking performance, the participants' speaking fluency was medium. Their oral production contained some hesitations and pauses which made their

speech slow. To provide further explanation, these are some illustrative quotes produced by different participants:

*'You know that your health **is is is** more important',*

*'This peace of cigarette (**pause**) is theonly one who stand with me'.*

*'If someone make a mistake **will will ah (pause)** pay for it'*

On the other hand, the majority of participants made a lot of grammatical mistakes regarding tenses, subject verb agreement, and the use of plural, such as: **'The one who have, it happen to me, those who doesn't'**. Oddly, if these participants were asked to explain how to use the present or any other grammatical structure, they would be able to answer the questions effortlessly. However, they failed to implement what they know in their speech probably because they were not sufficiently concentrating on the task, or maybe because the objective of the task is not clearly determined. Finally, it was observed that the majority of participants used simple and understood vocabulary.

3.5.2.3 Towards the Intervention

Session three (06/03/2016)

Activity One

In this task, participants were exposed to an audio tape of two minutes entitled, *'how to make home-style potato chips'*. The objective of the task was to make learners able to follow the steps of the preparation, and to catch as much vocabulary as possible in order to be used in their individual production. The researcher explained the task and the instructions of the activity. Initially, the participants were asked to listen to the tape twice. Afterwards, they were asked to explain again the steps of making potato chips. Further, the final task was a free individual production about the participants' own favourite food. The stages of the activity were as follows:

Stage 1: Informing learners that they are going to listen to a recipe tape.
Stage 2: For the first listening, learners try to guess the prepared food (task1).

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Stage 3: For the second listening, learners try to pay much attention to details of the recipe including the vocabulary used. (task 2).

Stage 4: Learners try to guess the meaning of some words used in the recipe (a mandolin slicer, to drain, batches, crispy, stratch, rince…) (task 3).

Stage 5: Learners try to re-explain the stages of preparing potato chips. (task 4).

Stage 6: Each learner tries to explain how to prepare his/her favorite food. (task 5).

Activity Two

The participants were exposed to a song entitled, *'I will survive'* by 'Gloria Gynor'. The objective of using this song is to identify the meaning and use of various phrasal verbs, such as: look upon, walk out, walked in, lay down and fall apart. As it is the case in the previous listening tape, the researcher explained the instructions and the topic of the song. The stages of the activity were as follows:

Stage 1: Informing learners about the type of listening tape (song).

Stage 2: For the first listening, learners try to form a general comprehension about the topic of the song.

Stage 3: For the second listening, learners try to pick up the phrasal verbs used in the song.

Stage 4: Learners make general discussion about the theme of the song.

Stage 5: Learners try to guess the meaning of the phrasal verbs.

Session Four (09/03/2016)

Activity One

This session was executed in the laboratory of the faculty. The material that was used is a weather forecast. The audio was about two minutes, and was played three times. In particular, this activity was assigned in order to expose learners to various vocabularies including names of the British Isles. The steps followed in this activity were as follows:

Stage 1: Activating learners' prior knowledge about weather forecasting

Stage 2: Learners listen to the weather forecast twice (task 2).

Stage 3: General understanding of the weather forecast presented (task 3).

Stage 4: Learners listen to the weather forecast for the third time (task 4).

Stage 5: Discussing names of countries (task 5).

Stage 6: Guessing the meaning of some vocabulary (task 6).

Stage 7: Learners try to expect a personal weather forecast about tomorrow (task 7).

Activity Two

This activity was devoted for free discussion using a song entitled, '*I will see you again*'. The theme of the song is about the tragedy of losing a close person due to death. The objective of this activity is to motivate the participants' to talk about their past experiences, and to identify whether they were able to express themselves affectively, or not. The stages of the activity were as follows:

Stage 1: Participants listen to the song for the first time.

Stage 2: Participants try to understand and discuss about the theme of the song.

Stage 3: Participants listen to the song for the second time.

Stage 4: Participants are asked to narrate their personal experiences of losing a close person.

Session Five (10/03/2016)

Activity One

The participants were exposed to short audio stories with different themes, such as: noisy neighbor, riding motorcycle, a shark attack, and a nursing student disappears. The activity was designed as an attempt to improve the speed of language production, and to reduce hesitation. The participants were asked to listen to the stories carefully and then to generate an ending part within 30 seconds (see appendix 11).

Activity Two

Regarding this activity, the participants were exposed to a song entitled, 'if *I were a boy*'. The main focus of this activity is accuracy. The aim was to help learners to review the use

of the conditional. After the listening stage, the participants discussed the use of conditional (type 2) to talk about unreal situations. Finally, the researcher asked the participants to talk about imaginary situations using the same form i.e. If. Simple past…would + infinitive (see appendix 11).

3.5.2.4 The Results (post-intervention/observation)

Pertaining to the general enjoyment in the activities, the participants were highly motivated and engaged in the presented tasks. They enjoyed listening to different audio materials. Referring to the first activity, the participants were motivated to talk about their favourite food preparation process. Furthermore, they explained various traditional food recipes and their preparation steps. Additionally, the majority of participants, if not all, were very involved and motivated especially in the weather forecast activity and the activity of short stories. Overall, it can be concluded that our participants enjoyed the activities, and were involved in the tasks; therefore, the participation was higher.

The observation yielded that our participants were able to construct connected sentences, and to hold turns for longer time. Moreover, they were able to reduce pauses and hesitations. As it was observed in the fifth session, the majority of participants succeeded to accomplish the activity in which they were asked to create ending events of the stories within 30 seconds. This can be illustrated in the table below as follows:

Table 3.46 Time duration of the participants' oral production in the story generating activity.

P1	P2	P3	P4	P5	P6	P7	P8	P9	P10
32sec	30sec	30sec	20sec	31sec	34sec	30sec	32sec	21sec	33sec

Additionally, our participants were able to speak with very few grammatical mistakes. They succeeded to use the past simple to narrate the ending events of the stories.

Moreover, they used the future to talk about the expected weather for the next days in the activity of the weather forecast, for example: '*it will be mild in the east and west countries'*. Also, the majority used the form of the imperative to explain the steps of preparing their favorite food, such as: *'put them in salty water', 'cut it for slices'*. Likewise, our participants were able to use the conditional form correctly to express unreal situations following the song of 'if I were a boy'. All in all, it can be concluded that the majority of participants gave more attention to their grammatical accuracy in a way that they were able to detect their mistakes, and to correct them immediately, such as: *'he see ah saw her', 'mixing it ah I mean mixing them'*.

Through the analysis of the participants speaking transcripts, it can be observed that they were able to develop a humble glossary about different topics, including: recipes, weather, surfing, and motorcycling. Furthermore, they used the new vocabularies in their own oral production in the activities, such as: *'it will be **chilly** and **rainy** in Algiers', 'Some light rains are expected',* and *'we **slice** them by **mandolin slicer'.***

3.5.2.5 A descriptive Comparative Analysis between the pre-/post-intervention

By making a comparison between the pre- and post-intervention results, an adequate improvement can be detected. The participants showed more interest and motivation towards the activities, as well the materials that were used in the intervention. The participation rate was plainly higher in comparison to the first two sessions. Moreover, the participants showed more persistence to the learning tasks which presented the audio-materials. Since the concentration level was higher, the participants paid more attention to the grammatical accuracy, and the appropriateness of the selection of vocabulary. Additionally, it can be deduced that the audio-authentic materials helped the participants to refresh their grammatical knowledge, and to provide more opportunity to use the language

accurately. This can be observed through the following two transcripts which belong to the same participants.

> **(Session Two)P2:** *'I think it is a problem of management in the government. If someone make a mistake he pay for it'.*
>
> **(Session Five) P2:** '*If I were you, I wouldn't do that'.*
>
> **(Session Two) P4:**'*If the government make it legal in 16. The one who has this driving license should taught for period'.*
>
> **(Session Five) P4:**'*If I were a teacher, I would give free marks for all my students'.*

As it can be observed from the above illustrations, the activities that were used helped learners to review some grammatical structures. Also, it provided challenging activities to develop their speaking fluency along with vocabulary.

3.5.3 Students' evaluation Forms

3.5.3.1 Evaluation of the activities

Table 3.47 The Participants' evaluation of activities.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The activities presented relate my learning objective and needs.	3	9	0	0	0
	25%	75%	0%	0%	0%
The activities presented helped me to enhance my speaking performance.	2	9	1	0	0
	16.66%	75%	8.33%	0%	0%
The content of the activities encompasses all dimensions (vocabulary, grammar, pronunciation)	10	2	0	0	0
	83.33%	16.66%	0%	0%	0%
The activities were not so much complicated and difficult.	6	6	0	0	0
	50%	50%	0%	0%	0%
The activities presented were challenging and motivating.	5	7	0	0	0
	41.66%	58.33%	0%	0%	0%

The above checklist sought to identify the participants' perceptions of the usefulness, as well as the quality of the presented activities. The aim of this section is to ensure that the tasks used throughout the intervention were relative to learners' needs, inclusive, challenging, and at an appropriate level of difficulty. As the rates show, 25% of participants strongly agreed that the activities presented related learners' objectives and needs. However, the majority of participants (75%) only agreed with the statement.

Regarding the second aspect, 16.66% of our participants strongly agreed with the statement declaring the usefulness of the presented activities in enhancing the speaking performance. Additionally, the majority of participants (75%) agreed with the statement.

Conversely, one participant (8.33%) claimed that he is not sure that his speaking performance was enhanced by using these activities. On the other hand, the third statement considered the inclusiveness of the activities in terms of grammar, vocabulary, and pronunciation. 83.33% of our participants showed a strong agreement with the statement. Similarly, 16.66% of participants only agreed. The fourth statement evaluated the complexity, as well as the difficulty of the activities. The rates show that a sum of 100% of participants strongly agreed or just agreed with the statement. Finally, the participants were asked to evaluate the quality of activities in terms of motivation and challenge. A sum of 99.99% of participants strongly agreed or just agreed with the above statement.

3.5.3.2 Evaluation of materials

Table 3.48 The Participants' evaluation of the materials.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
The materials in use were motivating	6	6	0	0	0
	50%	50%	0%	0%	0%
The materials appealed to my interests	3	9	0	0	0
	25%	75%	0%	0%	0%
The materials met my learning needs.	5	7	0	0	0
	41.66%	58.33 %	0%	0%	0%
The materials allowed for success in practicing speaking.	10	2	0	0	0
	83.33%	16.66 %	0%	0%	0%
The materials allowed for a focus on accuracy as well as fluency.	11	1	0	0	0
	91.66%	8.33 %	0%	0%	0%
The instructor used a variety of authentic materials, such as weather reports, recipes, songs, and short stories	12	0	0	0	0
	100%	0%	0%	0%	0%

The selection of appropriate authentic materials is the most important step to successful teaching experience. This section sought to investigate our participants' perceptions of the utility of audio-authentic materials in use. It is highly important to note that the statements of this section were suggested by Goh and Burns (2010). As far as the percentages are concerned, 100% of participants strongly agreed or just agreed with the statement claiming that the materials used were motivating. All in all, all of our participants reported positive perceptions of the usefulness of the audio-authentic materials. They agreed that these materials appealed to their interests, met their learning needs, and provided more opportunities for practice.However, only one participant (8.33%) out of 12 participants reported that s/he is unsure of the statement.

3.5.3.3 Evaluation of speaking performance

Table 3.49 The Participants' evaluation of speaking performance**.**

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I practised the spoken language more confidentely	4	7	1	0	0
	33.33	58.33%	8.33%	0%	0%
The audio authentic materials helped me to learn new vocabulary.	5	7	0	0	0
	41.66%	58.33%	0%	0%	0%
The audio authentic materials helped me to be more fluent.	8	4	0	0	0
	66.66%	33.33%	0%	0%	0%
Using the activities, I had reviewed some grammatical structures.	9	3	0	0	0
	75%	25%	0%	0%	0%

The present section, entitled speaking performance, aimed to investigate our participants'
evaluative feedback of their speaking skill improvement when using audio -authentic
materials. As the table (3.50) shows, a sum of 91.66% of participants reported that they
strongly agree or just agreed with the first statement claiming that audio-authentic
materials helped them to practise the spoken language more confidently. However, only
one participant (8.33%) was not sure of the statement. Overall, all of our participants
agreed that the audio-authentic materials that were used helped them to acquire new
vocabulary, review some grammatical structures, and to be more fluent. To conclude, it
can be said that such rates confirm what have been presumed in the hypothesis proposed at
the beginning of the present study.

3.5.3.4 Evaluation of motivation

Table 3 .50 The Participants' evaluation of motivation.

Statements	Strongly agree	Agree	Not sure	Disagree	Strongly disagree
I enjoyed practising speaking with the use of audio authentic materials.	11	1	0	0	0
	91.66%	8.33%	0%	0%	0%
The sessions were enjoyable and vital.	12	0	0	0	0
	100%	0%	0%	0%	0%
The audio authentic materials raise my motivation and enthusiasm to participate.	7	5	0	0	0
	58.33%	41.66 %	0%	0%	0%

In this last section of the present checklist, the participants were asked to evaluate their
motivation and enthusiasm towards using the authentic materials. On the basis of the
results, all of our participants (100%) strongly agreed or just agreed that they have enjoyed
practising speaking with the use of these materials. Moreover, they reported that the
sessions were enjoyable, and that they were motivated to participate in the tasks.

3.5.4 The Focus Group

Question 1: What do you think about using authentic materials in teaching speaking?

Regarding this question, all of our participants claimed that authentic materials are beneficial in teaching speaking because they provide more opportunities to closely examine the native language in its context. They agreed that these materials are more motivating and enjoyable. Participant one reported, '*alright, I think that authentic materials are kind of more fun. We can get more ideas about native speakers' culture , and it's kind of it make you aware like if we were in particular situation, how would you behave and speak like a native speaker''*. Moreover, they stressed on the importance of the authenticity of materials in Oral Expression session because these last display accurate language features, such as: stress, pronunciation, accent, and intonation. Accordingly, participant two reported, '*I think that authentic materials give us the chance to imitate the native speakers' accent and fluency'.*

Question 2: Which type of authentic materials do you prefer?

As far as this second question is concerned, our participants' perceptions were varied on the basis of their preferred learning style. However, the majority of participants reported that they would like to deal with audio or audio visual materials, such as movies and songs. Accordingly, participant eight reported,

'We think that authentic materials are very important but we believe that there should be umm some change, like using audio visuals and sometimes audio and other times printed materials. Personally I prefer audio materials because I believe that the first step in learning a language is imitation, and we need to listen to native speaker in order to imitate them'.

Question 3: What do you think about the materials and the activities that were used in the last sessions?

This question was raised by the researcher in order to identify our participants' opinions about the usefulness of the materials selected, as well as the activities that were used.

Overall, all of the participants agreed that the sessions were successful both in terms of practice and motivation. They reported that the materials raised their interest and motivation. Additionally, they claimed that the activities were varied, and inclusive. In the same vein, participant two claimed that *'we believe that the first step in the learning process is to attract the learners. You have to give them something that they are interested in, and I find that these materials were interesting and the topics were good'*. Another participant asserted the importance of persistent practice claiming that learners' need to listen to native speakers all the time in order to acquire a native proficiency. In her words, *'if those activities were more likely than three sessions, I would definitely get more fluency and accent'*.

Question 4: What have you learnt from these last sessions? And which activity you have liked the most?

Regarding this question, the researcher intended to interview each participant individually because they were asked to report what they have learnt from the previous sessions. As it was expected, each of them had a different opinion about the preferred listening material as well as the type of activity. To start with, participant one reported that he liked the weather forecast activity because he had learned new different names of the British Isles. He explained that one of the advantages of using authentic materials is the exposure to the culture of the native speakers. In the same way, participant two expressed that the most motivating task was the weather forecast activity. In his words, *'well, I just wanna say that I liked the weather forecast so much and to perform weather forecast reporter'*. Additionally, our third participant explained that he was so motivated to participate. He reported, *'I reduced the level of tension. I've talked more (aaa) during the sessions because in my class I didn't use to talk much unless the teacher told me'*.

Participant four reported that she liked the idea of devoting a specific duration of time for generating the ends of the stories. She claimed that it was challenging and helped her to be more fluent. In her words, ' *it helped me the idea of giving specific time for answers, makes me more motivated to speak as fast as I can. It's like a challenge. Well I try (tried) to remember vocabulary quickly to create ideas'*. Regarding the same activity, participant (five, six, and seven) asserted that they liked the activity of generating ends of the stories. They agreed that the activity was challenging, and helped them to use their imagination. One of them explained that he has learnt new vocabularies, such as: helmet, motorcycle, chest pad, and elbow pad.

Similarly, another participant declared, *'I liked the session so much, I liked to complete the end of the story. I liked the one about surfing and also the weather forecast'.* Moreover, participant nine expressed that the weather forecast and the recipe activities were so motivating. She added that the materials used provided various vocabularies from different contexts. Participant ten reported, '*I have learned many vocabulary like: mild and chilly. I also could differentiate between different phrasal verbs'.* Finally, another participant explained that he had reviewed the use of conditional using the song of 'If I were a boy'. He added that he was not aware of the use of ' were' instead of 'was' in the second type of conditional in order to express unreal situations.

All in all, all of our participants were satisfied with the activities presented and the materials used. They agreed that using the audio-authentic materials helped them to acquire new vocabulary, review grammar, and be more fluent.

3.6 Discussion and Summary of the Findings

To review, the aim of the present study was to investigate the usefulness of using audio-authentic materials to enhance learners' speaking performance. That is, it aimed to help learners to develop the speed of oral production, and reduce the amount of pauses. Simultaneously, the study sought to help learners to review grammatical accuracy, and to provide them with a wide range of vocabularies from different contexts. Moreover, we intended through this study to support the adaptation of creative teaching practices using authentic materials to enhance learners' motivation in Oral Expression course**.**

The findings that have been drawn from the analysis of the four data collection methods that were used in this study were positive in many aspects. Initially, learners' questionnaire revealed that the majority of learners consider speaking as the most important skill to be mastered due to its communicative importance in both daily life and academic requirements. Furthermore, it was agreed that vocabulary and fluency are the basic areas of difficulties that face learners in speaking. Therefore, it is important to draw inclusive activities, and extend teaching insights to find better ways to enhance the oral communicative skills of learners. In this respect, it is of a dire need to detect the areas of difficulties that EFL learners encounter in speaking. Certainly, this can stand as a base for lessons and activities design. That is, the awareness of learners' needs helps teachers to devote more support to the areas of weaknesses through practice. Improving speaking abilities has always been a concern of teachers; however, wrong practices do not offer the intended results even at a long term. The selection of the appropriate topics and the variation of speaking activities have a direct influence on learners' involvement and motivation.

Finally, what can be concluded from learners' questionnaire is that the majority of learners prefer the use of audio- or audio-visual materials in their classroom. This tendency

is a result of the increasing interest of integrating technology in education. The latter has become the fundamental means to get access to the globalized world. Therefore, it is crucial to constantly renew teaching practices in order to fit learners' interests. Furthermore, the rates provided in the questionnaire revealed that audio-authentic materials can be actually beneficial to promote learners' speaking proficiency in different ways. The utility of these materials is due to the strong relation between listening and speaking. Accordingly, several studies have proved the outcomes of addressing listening to authentic language to improve oral skills of learners. These materials provide the opportunity to closely examine the spoken language features as they are produced by native speakers. That is, learners are more likely to be able to differentiate between the pronunciation of different sounds and words. In addition, these materials help learners to build a meaningful lexical background knowledge because they can guess the meaning of words from its context.

In addition, it worth mentioning that the main aim of teaching speaking is to improve learners' communicative skills, and to make them able to express themselves in conformity with the social and the cultural rules that underlie each communicative context. In order to achieve that, it is significant to draw a link between learners' daily life and classroom practices. To put it in a different way, successful teaching is deemed to be deceptive to a specific extent in order to achieve the intended objectives. That is, since the majority of learners are closely attached to watching movies, and listening to songs outside the classroom context, integrating their personal daily preferences in teaching will notably increase their motivation and involvement in the classroom.

Regarding teachers' questionnaire, it can be deduced that Oral Expression teachers are aware of the importance of using authentic materials in teaching speaking. Moreover, the majority of these teachers reported that using authentic materials is actually a part of their

programme. This, in itself, is one of the main objectives of the present study which is to draw teachers' attention to the significance of integrating authenticity in teaching speaking. In terms of classroom teaching behaviours, the questionnaire revealed that the majority of Oral Expression teachers prefer to use audio- or audio-visual materials in their classrooms since these materials are more motivating and enjoyable. Furthermore, the findings suggest that authentic materials can be used with different levels with a particular consideration of the type of materials, the language presented, and the type activity. That is, the use of authentic materials is not merely restricted to advanced learners; rather, it can be used with intermediate and even beginners.

Additionally, the questionnaire revealed that the majority of teachers believe that the major causes of learners' poor speaking performance is the lack of exposure to real language, and the lack of motivation. The two previous causes can be actually related. That is, the lack of motivation of learners in speaking can be a result of boredom and lack of interest in the topics discussed in the session. Therefore, it can be concluded that the exposure to authentic language can be a motivational aspect to enhance learners' speaking proficiency.

Equally important, motivationis indisputably important to achieve speaking proficiency. The latter is directly related to involvement and participation. Having evaluated the observation checklist results, it can be inferred that the findings were as it was anticipated. The participation rates were higher when using the authentic materials in comparison to the first sessions. That is, the majority of participants showed interest to the materials used, as well as the topic presented. Furthermore, it is important to note that motivation can be easily evaluated than the speaking performance improvement. Additionally, the period of the intervention has a direct effect on the results, i.e., if the participants were exposed to authentic materials in more than three sessions, they would

definitely develop the intended speaking proficiency. However, this does not mean that the findings were negative; rather, there was a considerable progress in fluency, or at last, a noticeable willingness to improve fluency. The participants were motivated to minimise the amount of pauses and gaps in their speech. They tried to be more fluent to accomplish the activity. Moreover, using various listening materials provided the participants with a wide range of lexical items from different contexts. In brief, they were able to identify the accurate use of various words in different situations.

The observation analysis also revealed that authentic materials were not only useful to enhance fluency and vocabulary, but the spoken grammatical use as well. As it was observed, the participants made more efforts to articulate long stretches of oral language in respect with grammatical structures. Moreover, they tried to use self-correction as a technique. That is, they were able to detect their own mistakes and correct them immediately. Therefore, teachers of Oral Expression can find originative ways to manage specific listening materials in spoken grammar activities. As a personal diligence, the song entitled, 'If I were a boy' was intentionally used in order to review the use of conditional forms. Likewise, the participants were able to generate the steps of preparing different recipes using sentences without subjects to express imperative in the activity of recipe steps explanation.

When the usefulness of the intervention was investigated from the participants' perceptions, the results revealed that almost all the participants were satisfied with the listening materials, as well as the types of activities that were used. According to their evaluation, the activities were inclusive in terms of fluency, accuracy, and vocabulary. Further, the results showed that the activities related their learning objectives and needs. In what concerns the materials, the findings presented a positive evaluation. It was agreed on

that the materials used were motivating, and allowed for success in speaking practice to some extent.

Finally, by using the focus group the participants provided further perceptions of the utility of integrating audio-authentic materials in teaching speaking. The discussion revealed some personal judgments, and a detailed evaluation of the activities and materials adopted. Overall, the majority of participants acknowledged the contribution of authentic-materials in improving their speaking performance regarding different aspects. Further, they expressed that they would like to deal with such activities in their ordinary sessions. This, in itself, can be considered as a positive step towards the objective of developing EFL learners speaking competence.

3.7 Synthesis of the Findings in the Present Study

The aim of this section is to revisit the main findings of the present study. To reiterate, the study is an attempt to investigate the utility of integrating audio-authentic materials in teaching speaking. Since speaking as a skill encompasses various aspects, it was intentional to narrow the scope of the study by focusing mainly on fluency, accuracy, and vocabulary. The fundamental theme of the present study is the examination of the anticipated improvement of learners' speaking performance. Further, the study sought to draw meaningful relations between authenticity of materials and motivation.

We intended through this study to introduce some suggested practices using authentic materials in Oral Expression sessions. Before the introduction of these materials, it was observed that learners motivation, and speaking involvement was not adequately sufficient to improve their speaking performance. Moreover, learners' spoken production regarding fluency, accuracy, and vocabulary contained some gaps and pauses. However, after the introducing different types of audio-authentic materials, the motivation rates were

considerably higher. That is, learners showed more persistence, and attention to the presented learning tasks.

The study required a comparative analysis between the pre- and post- intervention in order to detect the effect of integrating the authentic materials regarding the level of motivation, and the speaking performance. It is important to note that the aim of the present study is not to make judgments on learners' speaking performance; rather, the comparison was made as a support to make a closer evaluation. Accordingly, the analysis of the pre- and post- intervention reveals that audio-authentic materials can be useful to enhance the speed of oral production, the grammatical knowledge use, and the language vocabulary store.

In addition, the study also considered the participant group members' perceptions of, and reactions towards, the integration of audio-authentic materials in teaching speaking. What can be drawn from the analysis of learners' evaluation is that the intervention was successful to a specific extent. The majority of participants, if not all, were satisfied with the activities presented, as well as the materials used. The rates revealed that using audio-authentic materials in speaking was motivating and enjoyable. Similarly, the participants reported that the audio-tapes selected have met their speaking needs, and gave them more opportunities to practise speaking.

Similarly, teachers of Oral Expression asserted that these materials have an influential impact on motivation because they expose learners to the authentic context of the target language. Moreover, the integration of authentic materials in teaching speaking provides new insights and creative teaching practices. Furthermore, teachers' perceptions were positive about the use of these materials to improve speaking performance. They claimed that listening to native language provide learners more opportunities to imitate and acquire the native speech properties.

In summation, this humble study sought to investigate the use of audio- authentic materials to develop learners' speaking proficiency, as well as motivation. It tried to suggest some authentic materials implications using a small scale of inquiry. Overall, the analysis of the final results demonstrated that the integration of audio-authentic materials in teaching speaking yielded some observable progress at the level of learners' motivation and involvement, as well as their speaking performance.

Conclusion

The present chapter has discussed the field work of the present study. Initially, a theoretical background was provided in order to draw inclusive insights about the methodology underlying the study. Basically, four data collection methods were used to obtain data from different perspectives. The chapter also presented the intervention which involved exposing a representative sample to different audio-authentic materials in order to investigate the observable improvement regarding their speaking performance. The obtained data were analysed descriptively, and discussed in the last section of this chapter. The chapter was an attempt to confirm the researchers' hypotheses that were suggested. Finally, it can be concluded that the chapter reported positive results.

General Conclusion and Pedagogical Implications

Ultimately, this study was based on the observed difficulties that EFL learners encounter in speaking. In an attempt to consider the teaching speaking materials that might help learners to foster their speaking performance, the present study put into practice a number of audio-authentic materials as a strategy to help EFL learners to have accurate and fluent oral English language. As it has been previously explained, the aim of the study is to relate classroom practices to real world communicative situations. In more explicit terms, the study attempted to provide learners with more opportunities to practise the language, and to be exposed to native language features. Additionally, the study pursued to investigate the usefulness of authentic materials to reinforce EFL learners' motivation.

In order to approach the aim, we intended to use a qualitative research approach to achieve the intended purposes. Furthermore, various authentic materials were put into application as an intervention in order to examine the effect that they may bring regarding learners' speaking performance as well as motivation. The obtained findings revealed that audio-authentic materials have a remarkable effect on learners' speaking performance, and motivation level. Learners showed interest to the activities that present authentic materials because these materials provided an authentic, challenging, and motivating language input.

Despite the fact that our study has brought a considerable improvement, it is important to highlight that the intervention was not adequately enough concerning time. Extensive practice is crucial to develop learners' oral production. Therefore, having implemented the materials only for three sessions might not help learners develop a lot of fluency. Hence, the study aimed to demonstrate the effect of these materials to draw teachers' awareness to its importance, and to be adopted during a long term to obtain better achievements.

All in all, the teachers of the language should consider their learners' needs and interests to approach successful teaching. Therefore, it is important to select materials that

raise learners' motivation, and help them to reinforce their communicative ability. Hence, teachers should adopt classroom practices that are related to real-life situations in order to make them able to be competent communicators.

Recommendations

At last, some recommendations can be drawn from this study. These are as follows:

For teachers

- In the selection of teaching materials, it is important for teachers to consider learners' preferences and interests.

- Teachers are required to put more emphasis on listening practice in order to develop learners' oral production since the two skills are interrelated.

- Teachers should provide more opportunities for learners to practise the oral English through the adoption of different activities.

- Finally, teachers are required to be creative in order to provide motivating, and challenging learning environment.

For learners

- Learners are required to devote more time to practise speaking out of the classroom context in order to enhance their speaking ability.

- It is important to be exposed to authentic language in order to acquire fluency, and develop vocabulary.

- Learners are recommended to engage in talks with native speakers to develop their communicative skills.

For administration

- The administration should provide the necessary conditions under which learners' can practise listening and speaking successfully. That is, providing headsets and language laboratories.

For further research

- Future researchers are urged to consider other types of authentic materials, such as: visual and printed materials. Moreover, it is important to highlight the limitations that were raised in present study for further research. Although that this study has achieved its objectives, it is recommended to use these materials for longer time in order to help learners to be competent language speakers.

For Educators: (syllabus designers)

- Course designer are recommended to consider the integration of authentic materials in teaching in order to relate real world daily practices with classroom.

- It is important to adopt materials that fit learners' level in terms of complexity.

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Appendices

Appendix 1: Planning of the language laboratory

Day/ Time	08:00 /9:30	9:40/11:10	11:20/12:50	13:10/14:40	14:50/16:20	16:30/1800
Sunday					X	
Monday		3rd/G 8/Or Exp / Rabehi	1st/G 1/Or Exp / Laadjali			
Tuesday	3rd/G1/O.E/ Boukhama	3rd/G10/O.E/ Boukhama	3rd/G2/O.E/ Boukhama	3rd/G9/O.E/ Boukhama		
Wednesday	X		1st/G 7/Or Exp / Laadjali			
Thursday						

Appendix 2: طلب خطي

الاسم : رانيا

اللقب : صبري

بسكرة في 2016/02/25

إلى السيد(ة) : رئيس شعبة اللغة الانجليزية

الموضوع : طلب تدريس مجموعة من طلبة السنة الثالثة

ليشرفني أن ألتمس من سيادتكم قبول طلبي هذا و المتمثل في الموافقة على تدريس مجموعة من طلبة السنة الثالثة لقسم اللغة الانجليزية لمدة خمسة حصص خارج أوقات الدراسة في المخبر الواقع على مستوى كلية جامعة محمد خيضر بسكرة. وذلك بهدف القيام بتجربة علمية في إطار البحث العلمي لشهادة الماستر تحت اشراف الاستاذ المؤطر السيد : أحمد شوقي حواجلي .

وفي الأخير تقبلوا مني فائق الاحترام والتقدير .

إمضاء الاستاذ المؤطر

حواجلي أحمد شوقي

25 FEV. 2016

Appendix 3: Teacher's Questionnaire: Piloting stage

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Dear teachers,

You are kindly requested to answer this questionnaire which investigates the use of audio authentic materials as a motivational factor to enhance learners' speaking skill. Your answers will be of great help for us. Thank you in advance for your time.

Section One: **General Information**

1. How long have you been teaching oral expression?

   a. 1- 3 years ☐

   b. 3- 6 years ☐

   c. More than 6 years ☐

Section Two: Teaching Speaking with Audio Authentic Materials

2. 'Good listeners are good speakers' to which extent do you agree/disagree with this statement?

Strongly agree ☐

Agree ☐

Neutral ☐

Disagree ☐

Strongly disagree ☐

3. Would you prefer to use authentic materials in teaching speaking?

Yes ☐   No ☐

   3.1 If yes, why do you prefer to use authentic materials in speaking classes?

   a. Increase learners' motivation to speak   ☐

   b. Improve learners' accuracy, fluency   .   ☐

   c. Enrich learners' vocabulary.   ☐

   d. Expose learners to real and authentic language. ☐

   Others……………………………………………………………………………….

   3.1 If no, please state why?

a. Difficult to understand   ☐

   b. Time consuming   ☐

   c. Lack of availability of materials   ☐

   Others……………………………………………………………………………

4. How often do you use authentic materials in your class?

Very often ☐   Often ☐   Sometimes ☐   Rarely ☐

5. What are the sources that you would possibly consider to obtain authentic materials for your speaking class?

a. Radio   ☐

b. TV   ☐

c. Newspaper and magazines ☐

d. Songs ☐

   Others…………………………………………………………………………………

6. In your opinion, at which level would you use authentic language materials?

 a. Advanced learners ☐

 b. Intermediate level ☐

c. Beginners ☐

d. All of them ☐

7. In your opinion, what are the causes of poor speaking performance of learners?

a. Speaking is difficult ☐

b. They are shy to speak in public ☐

c. They lack motivation to speak ☐

d. Lack of exposure to real language ☐

 Others…………………………………………………………………………………

8. As a teacher of Oral Expression, have you ever used listening to authentic materials activities as a strategy to enhance learners' speaking performance?

   Yes ☐   No ☐

   8.1 If yes, have you noticed any improvement while using those materials?

   Yes ☐   No ☐

   8.2 If yes, please explain how?

……………………………………………………………………………………

9 Among these types of authentic materials, which ones make your learners more
   motivated?

a. Printed materials ☐

b. Audio materials ☐

c. Audio visual materials ☐

d. Visual materials ☐

10 As a teacher of Oral Expression, what are the areas of difficulties that face your learners?

a. Accuracy ☐

b. Fluency ☐

c. Pronunciation ☐

c. Vocabulary ☐

d. All of them ☐

Section Three: Opinionnaire:

11 Do you think that the questions in this questionnaire are difficult to answer?

Yes ☐   No ☐

    11.1 If yes, please mention what are the difficult questions

    ………………………………………………………………………………….

12 Do you think that the layout of the questionnaire is attractive?

    Yes ☐   No ☐

13 Are there any ambiguous questions?

    Yes ☐   No ☐

    13.1 If yes, please what are they?

………………………………………………………………………………….

14 Are there any repeated questions?

Yes ☐   No ☐

    14.1 If yes, please mention them

……

Thank you for your collaboration

Appendix 4: Teacher's Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Dear teachers,

You are kindly requested to answer this questionnaire which investigates the use of audio authentic materials as a motivational factor to enhance learners' speaking skill. Your answers will be of great help for us. Thank you in advance for your time.

Section One: **General Information**

1. How long have you been teaching oral expression?

    a. 1- 3 years ☐

    b. 3- 6 years ☐

    c. More than 6 years ☐

Section Two: Teaching Speaking with Audio Authentic Materials

2. 'Good listeners are good speakers' to which extent do you agree/disagree with this statement?

a.Strongly agree ☐

b.Agree ☐

c.Neutral ☐

d. Disagree ☐

e.Strongly disagree ☐

3. Would you prefer to use authentic materials in teaching speaking?

Yes ☐   No ☐

3.1 If yes, why do you prefer to use authentic materials in speaking classes?

a. Increase learners' motivation to speak ☐

b. Improve learners' accuracy, fluency . ☐

c. Enrich learners' vocabulary. ☐

d. Expose learners to real and authentic language. ☐

Others………………………………………………………………………………

3.2 If no, please state why?...

a. Difficult to understand ☐

b. Time consuming ☐

c. Lack of availability of materials ☐

Others…………………………………………………………………………

4.   How often do you use authentic materials in your class?

Very often ☐ Often ☐   Sometimes ☐   Rarely ☐

5.   What are the sources that you would possibly consider to obtain authentic materials for your speaking class?

a. Radio ☐

   b. TV   ☐

   c. Newspaper and magazines   ☐

   d. Songs   ☐

   Others…………………………………………………………………………

6.   In your opinion, at which level would you use authentic language materials?

   a. Advanced learners   ☐

   b. Intermediate level   ☐

   c. Beginners   ☐

   d. All of them   ☐

7.   In your opinion, what are the causes of poor speaking performance of learners?

a. Speaking is difficult   ☐

b. They are shy to speak in public   ☐

c. They lack motivation to speak   ☐

 d. Lack of exposure to real language   ☐

 Others…………………………………………………………………………

8. As a teacher of Oral Expression, have you ever used listening to authentic materials activities as a strategy to enhance learners' speaking performance?

Yes ☐   No ☐

    8.1 If yes, have you noticed any improvement while using those materials?

Yes ☐   No ☐

    8.2 If yes, please explain how?…………………………

9 Among these types of authentic materials, which ones make your learners more motivated?

a. Printed materials ☐

b. Audio materials ☐

c. Audio visual materials ☐

d. Visual materials ☐

e. All of them ☐

10. As a teacher of Oral Expression, what are the areas of difficulties that face your learners?

a. Accuracy ☐

b. Fluency ☐

c. Pronunciation ☐

c. Vocabulary ☐

d. All of them ☐

Thank you for your collaboration

Appendix 5: Student's Questionnaire: Piloting stage

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

Third Year LMD Students' Questionnaire

Dear students,

This questionnaire aims at gathering data about the utility of using audio authentic materials as a motivational factor to enhance EFL learners' speaking skill.

You are kindly requested to answer the questions proposed. Your answers will be of great help for us. Please, put a tick in the appropriate box or give full answers when they are required. Thank you in advance for your collaboration.

Section One: General Information

1. Gender: male ☐   female ☐

2. Age: 20-22 ☐   23-25 ☐

Section Two: Speaking Skill

3. Which skill do you consider that it is the most important?

a. Speaking ☐

b.Writing ☐

c. Listening ☐

d. Reading ☐

4. How do you evaluate your speaking performance?

a. Good ☐

b. Average ☐

c. Weak ☐

5. What are the difficulties that you face in speaking? (You can tick more than one box)

a. I cannot pronounce words well ☐

b. I cannot implement correct grammatical structures in my speech ☐

c. My speech is slow and not fluent ☐

d. I do not have much vocabulary ☐

Others, please specify ………………………………………………………………..

6. Describe your satisfaction with the Oral Expression sessions?

a. Very satisfied ☐

b. Satisfied ☐

c. Fairly satisfied ☐

d. Not satisfied ☐

7. Which of these speaking activities is the most used in your class?

a. Role plays ☐

b. Open discussion ☐

c. Simulations ☐

d. Listening to authentic materials ☐

Section three: Motivation to speak

8. Do you participate in Oral Expression sessions?

a. Always ☐

b. Often ☐

c. Sometimes ☐

d. Rarely ☐

e. Never ☐

8.1 If your answer is "sometimes", "rarely" or "never", please state why

a. I feel anxious when I speak ☐

b. The topics presented and the activities are boring ☐

c. My level in speaking is weak ☐

d. I fear mocking and negative judgments ☐

Others……………………………………………………………………………

9. How do you evaluate your motivation in speaking classes?

a. High ☐

   b. Medium ☐

  c. Low ☐

10. Do you think that there is a relation between your motivation level and your

   speaking ability?

Yes ☐   No ☐

Section Four: Audio Authentic Materials

11. Do you practise listening to native speakers outside the classroom?

   Yes ☐   No ☐

  11.1 If yes, please state what materials do you prefer? (You can tick more than one box)

  a. Songs ☐

  b. Radio ☐

  c. Movies ☐

d. TV commercial ☐

  e. Documentaries ☐

Others …………………………………………………………………………..................

12. Do you face difficulties to understand native speakers?

   Yes ☐   No ☐

12.1If yes, what are the difficulties that you face?

a. The speech is too fast ☐

b. It is complicated ☐

c. I don't understand their accent ☐

Others, please specify

……………………………………………………………………………………

13. Do you use authentic materials in your Oral Expression session?

Very often ☐ often ☐   sometimes ☐   never ☐

14. Which type of authentic materials do you prefer? (You can tick more than one box)

a. Printed materials ☐

b. Audio materials ☐

c.Visual materials ☐

d. audio visual materials ☐

e. All of them ☐

15.In your opinion, do you think that audio authentic materials can help students to

improve their speaking performance?

Yes ☐   No ☐

15.1 If yes, please explain how?

………………………………………………………………………………………………

15.2 If no, please give reasons.

………………………………………………………………………………………………

16. In your opinion, do you think that the use of audio authentic materials in Oral

Expression sessions is motivating and enjoyable?

Yes ☐   No ☐

17. In your opinion, what is the importance of authentic materials in EFL

classrooms?

a. Not important   ☐

b. Fairly important   ☐

c.Important   ☐

d. Very important   ☐

Section Four: Opinionnaire

18. Do you think that the questions in this questionnaire are difficult to answer?

Yes ☐   No ☐

18.1 If yes, please mention what are the difficult questions

……………………………………………………………………….

19. Do you think that the layout of the questionnaire is attractive?

Yes ☐   No ☐

20. Are there any ambiguous questions?

Yes ☐   No ☐

20.1 If yes, please what are they? ....

21. Are there any repeated questions?

Yes ☐   No ☐

21.1If yes, please mention them…………………………………………………

22. Are the instructions clear?

Yes ☐   No ☐

Thank you for your collaboration

Appendix 6: Student's Questionnaire

PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA

MOHAMED KHEIDER UNIVERSITY OF BISKRA

FACULTY OF LETTERS AND LANGUAGES

DEPARTMENT OF FOREIGN LANGUAGES

SECTION OF ENGLISH

Third Year LMD Students' Questionnaire

Dear students,

This questionnaire aims at gathering data about the utility of using audio authentic materials as a motivational factor to enhance EFL learners' speaking skill.

You are kindly requested to answer the questions proposed. Your answers will be of great help for us. Please, put a tick in the appropriate box or give full answers when they are required. Thank you in advance for your collaboration.

Section One: General Information

1. Gender: male ☐   female ☐

2. Age: 22-23 ☐   23-25 ☐

Section Two: Speaking Skill

3. Which skill do you consider that it is the most important?

   a. Speaking ☐

   b.Writing ☐

   c. Listening ☐

   d. Reading ☐

   e. All of them ☐

4. How do you evaluate your speaking performance?

   a. Good ☐

   b. Average ☐

   c. Weak ☐

5. What are the difficulties that you face in speaking? (You can tick more than one box)

   a. I cannot pronounce words well ☐

   b. I cannot implement correct grammatical structures in my speech ☐

   c. My speech is slow and not fluent ☐

   d. I do not have much vocabulary ☐

   Others, please specify ………………………………………………………………..

6. Describe your satisfaction with the Oral Expression sessions?

   a.Very satisfied ☐

   b. Satisfied ☐

   c. Fairly satisfied ☐

   d. Not satisfied ☐

7. Which of these speaking activities is the most used in your class?

a. Role plays ☐

b. Open discussion ☐

c. Simulations ☐

d. Listening to authentic materials ☐

Section three: Motivation to speak

8. Do you participate in Oral Expression sessions?

Always ☐   often ☐   sometimes ☐   rarely ☐   never ☐

8.1 If your answer is "sometimes", "rarely" or "never", please state why

a. I feel anxious when I speak ☐

b. The topics presented and the activities are boring ☐

c. My level in speaking is weak ☐

d. I fear mocking and negative judgments ☐

Others……………………………………………………………………………

9. How do you evaluate your motivation in speaking classes?

a. High ☐

b. Medium ☐

c. Low ☐

10. Do you think that there is a relation between your motivation level and your speaking ability?

Yes ☐   No ☐

Section Four: Audio Authentic Materials

11. Do you practise listening to native speakers outside the classroom?

Yes ☐   No☐

11.1 If yes, please state what materials do you prefer? (You can tick more than one box)

a. Songs ☐

b. Radio ☐

c. Movies ☐

d. TV commercial ☐

e. Documentaries ☐

f. Interner (Multimedia) ☐

Others …………………………………………………………………....................

12. Do you face difficulties to understand native speakers?

Yes ☐   No ☐

21.2If yes, what are the difficulties that you face?

a. The speech is too fast ☐

b. It is complicated ☐

c. I don't understand their accent ☐

Others, please specify ………………… ……………………………………………

13. Do you use authentic materials in your Oral Expression session?

Very often ☐ often ☐   sometimes ☐   never ☐

14. Which type of authentic materials do you prefer? (You can tick more than one box)

a. Printed materials   ☐

b. Audio materials   ☐

c. Visual materials   ☐

d. audio visual materials   ☐

e. All of them   ☐

15. In your opinion, do you think that audio authentic materials can help students to

improve their speaking performance?

Yes ☐   No ☐

15.1 If yes, please explain how?

…………………………………………………………………………………………

15.2 If no, please give reasons.

…………………………………………………………………………………………

16. In your opinion, do you think that the use of audio authentic materials in Oral Expression sessions is motivating and enjoyable?

Yes ☐   No ☐

17. In your opinion, what is the importance of authentic materials in EFL classrooms?

a. Not important ☐

b. Fairly important ☐

c. Important ☐

d. Very important ☐

Thank you for your collaboration

An Observation Sheet

Section One: Evaluation of motivation

Concentration on the task	S1	S2	S3	S4	S5
Learners are very concentrated on the activity					
Learners do not show much concentration.					
Learners are not concentrated.					

Enjoyment in the task	S1	S2	S3	S4	S5
Learners are enjoying the activity					
Learners are not very much enjoying the activity					
Learners are not enjoying the activity					

Involvement in the task	S1	S2	S3	S4	S5
Learners are very involved.					
Learners are not very involved.					
Learners are not involved.					

Participation	S1	S2	S3	S4	S5
Learners' participation is high.					
Learners sometimes participate in the task.					
Learners do not participate at all.					

Section Two: Speaking Performance

Fluency	S1	S2	S3	S4	S5
Speaking with little pauses and hesitations.					
Speaking slowly with some hesitations.					
Lack of fluency: not able to construct a sentence.					

Accuracy	S1	S2	S3	S4	S5
Speaking with very few grammatical mistakes: able to use self-correction.					
Speaking with some mistakes.					
Speaking with a lot of mistakes					

Vocabulary	S1	S2	S3	S4	S5
Rich vocabulary store: able to use new words appropriately.					
Simple vocabulary, but able to convey meaning.					
Very limited vocabulary: struggling to recall words.					

Appendix 8: The language laboratory layout

Windows

Board

Loudpeakers

Door
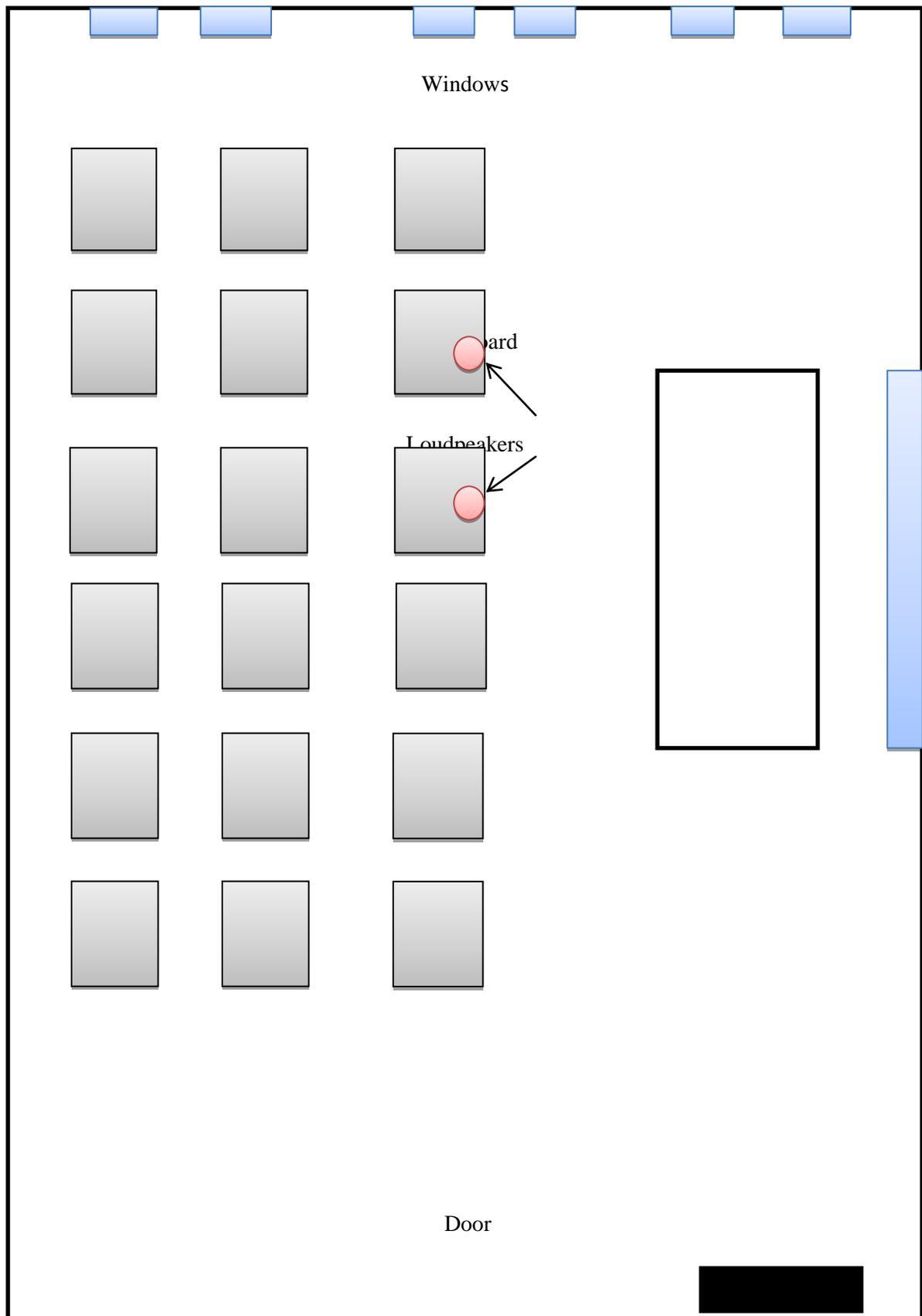
Appendix 9: Attendance sheet

Attendance sheet

Name	G:	Session 1	Session 2	Session 3	Session 4	Session 5
1. Rachid Ahlem						
2. Aissa shahrazad	06					
3. Abbas Okba	06					
4. Bahri Abdeldjalil	06					
5. Batta Abdelmadjid						
6. Ben mansour Abir	07					
7. Tadjine Samiha	08					
8. Khalfoun Asma	08					
9. Ben adel Mohamed Ali	09					
10. Saadaoui Mohamed Haithem	10					
11. Nouari Imad Eddine	10					
12. Adjadj Samira	10					
13. Sayeh Ismail	10					
14. Barakid Hager		/	/	/	/	
15 Messalti Amira	06		/	/	/	

16. CHARIF Zoubida G 08

Session One: 28/02/2016 (14:50-16:00)

Session Two: 02/03/2016 (8:00- 9:30)

Session Three: 06/ 03/2016 (14:50-16:00)

Session Four: 09/03/2016 (8:00- 9:30)

Session Five: 10/03/2016 (11: 20- 13: 00).

17. Souhib Amieur (out)
18. Rachid Abd el Ouahab   G 10

Appendix 10: Students' evaluation forms

Dear students,

You are kindly requested to complete this evaluation checklist by placing a (X) in the appropriate box. Your answers will be of a great help for us.

> **1** Strongly agree **2** Agree **3** Not sure **4** Disagree **5**Strongly disagree

Activities	1	2	3	4	5
The activities and the lessons relate my learning objective and needs					
The activities presented helped me to enhance my speaking performance.					
The content of the activities encompasses all dimensions (vocabulary, grammar, pronunciation)					
The activities are not so much complicated and difficult.					
Materials	**1**	**2**	**3**	**4**	**5**
The materials are motivating					
The materials appeal to student's interests					
The materials meet student's learning needs					
The materials are at the appropriate level of difficulty					
The materials allow for success in practicing speaking					
The materials contain sequences of activities that scaffold learning appropriately					
The materials allow for a focus on accuracy as well as fluency					
The instructor used a variety of authentic materials, such as weather reports, recipes, songs, and short stories					
Speaking performance	**1**	**2**	**3**	**4**	**5**
I practised the spoken language more confidently					
The authentic materials helped me to learn new vocabulary					
The authentic materials helped me to be more fluent					
Using the activities, I have reviewed some grammatical structures					

Motivation	1	2	3	4	5
I enjoyed practising speaking with the use of audio authentic materials.					
The session was enjoyable and vital.					
The audio authentic materials raise my motivation and enthusiasm to participate.					

Appendix 11: A sample of the participants' transcripts

Activity 1: role play

Topic: convincing a friend to quit smoking.

Speaking transcripts

P1: Good morning sir may have a seat with you please.

P2: (holding a pen as a cigarette) yes you may.

P1: Why you are smoking sir?

P2: This last years were not easy for me.

P1: Do you think that smoking solves your problems.

P2: No but **it will relexes** me.

P1: But you **know that it hurt you and damage your** lungs.

P2: I know that, thanks for the information.

P1: You know that your **health is isis** more important that everything that you face in your life.

P2: Listen, I am dealing with a lot of problems now. I don't need this.

P1: I think that you need to think about your house, your children, your family.

P2: Do I look like I have a house and a wife and family? I have no house nowhere to go

P1: **You looks** that you are waste your money too and you seem that you don't have ah you are not very rich.

P2: yes.

P1: But **it really that it**hurts you and you may change everything and stop smoking and solve your problems.

Activity 2: Debate

Topic: a debate about the appropriate driving age.

Group one: with lowering the driving age.

Group two: against lowering the driving age.

Speaking transcripts

G1 arguments:

P1: I think that accidents are not only because of kids. In France the driving age is 16

P2: I think the problem is not the age we need to make them aware of the **ah consequences.**

P1: I think that we don't have to lower the age; I think that it is good to give them responsibility. If you know in cars there is code of speed. We put the code and your child can'tgo faster than that.

P2: If the **government make** it legal in 16. **The one who have (has)** this driving license should taught for period. So he will know all the theoretical things and practice and people who are responsible **will learn** them how to behave.

P5: ----------

G2 arguments:

P1: **it happen** to me to have an accident. I was in the hospital for three years because of a kid driving.

P2: it is not about the age it is about maturity.

P3: driving age cannot be 16 I have a brother who is 15 and he is short in a way that can't drive.

P2: The majority of accidents are happen because of kids and those who **doesn't** have a parental supervision I think.

P4: --------------

P5: I think it is a problem of management in the government. **If someone make a mistake he pay for it** and they will pay attention for it next time.

Session three

Topic: potato chips recipe.

Materials: audio tape (recipe)

Activity 1

Speaking transcripts

Task 1: guess what is it?

Participants (1, 2, 3,4,5): potato chips

Task 3: re-explain how to make potato chips

Participant1

First we need four medium size potatos, we cut them we use food processor or <u>mandolin slicer.</u>We <u>slice</u>paper thin slices. And and then we put them in water ah cold water to prevent them from <u>browning</u>and then we<u>rince</u>them. (Aaaaah)We had new water with three spoons of salt. And after that we wash them again to get rid of<u>stratch</u>. And then we dry them and then we fry them in the oil.

Participant 2

First we have to choose medium size potatos then we put them in <u>salty water</u>. And we <u>slice</u> them by <u>mandolin slicer</u>. After, (aaaah) we put them in the oven about 200 degree and we add some salt.

Participant 3

We bring four potatos.(aaah) medium then we cut it for <u>slices,</u>then we bring water with salt in it, and we put the potatos. umm then we wash (ah) we <u>rince</u>them to get rid of salt then we make the oil on fire and we fry the potatoes. And finally we have <u>crispy</u> potato chips.

Task 4: explain how to prepare your favourite food

Participant 1

I am going to explain how to prepare pizza. First we need some flour, eggs I think, oil, some milk, cheese, salt and we need some water preferably warm (laughing) I am not sure how to do this. First we add the oil to the flour then we add the salt. As for the sauce we need tomato, olives green and black, (ahhh) and I don't know maybe black pepper. And we use the food processor to make sauce out of tomato and then we cook it in the oven and we put cheese.

Session Four

Activity1

Topic: weather forecast

Materials: audio tape (weather forecast)

Speaking transcripts

Task 1: Activating learners' prior knowledge.

 (Researcher) what does a TV weather reporter do?

Participant1

A weather forecast is an expectation it is not actually accurate mmm yes it may change.

Participant 2

This person if we can call it a journalist…. A reporter yes he **try**ah tries to give us expectation about the weather in specific day in specific places.

Participant 3

They give details about the weather of the day and the surprisedchanges that can happen.

Participant 4

They give us details about that day or week and situation about the sea and surfing.

Task 3: General understanding

Task 5: names of countries

After a third listening, the participants try to remember the names of the countries.

Participant 1

Ah there were a lot of countries. Wales, Western Scotland no?

Participant2

Ireland, Western ahh… Scotland

Participant 3

There is playmoth, England

Participant 4

Playmoth ? I didn't hear that. There **was** wales, eastern Scotland, western Scotland, England and ah I don't know.

Task 6: Guessing the meaning of (dry evening, we've got some showers, mild, thicker cloud, chilly, overcast skies)

Learners' answers were a sort of discussion, however, all learners agreed on:

Participants: (1,2,3,4,5,6,7,8)

Dry evening: is an expression to indicate that there will be no rain.

We've got some showers:it indicates that a particular area is going to be rainy.

Mild:it means medium

Thicker cloud:it refers to rains since clouds carry water (it is used metaphorically)

Chilly: cold, cool

Overcast skies: cloudy.

Task 6: The participants' own production

Participant 1

Hello, today's weather is going to be a little bit cold in the north countries with some light rain and clouds. Ahh in the middle countries the temperature is mild. In the south the temperature is much higher with 45°. More details online.

Participant 2

Good morning everyone, today's weather will be hot in the south with 40; however, ahh it is going to be mild in the east and west countries. Some light rains are expected. All in all I wish you a nice and a happy weekend.

Participant 3

Good morning people. I am your weather reporter from the Algerian weather forecast. Today I am going to tell you good news. It is going to be a good climate for a picnic. Starting by the north part, it will be chilly and rainy in Algiers, Annaba, and Oran. In what concerns Biskra, Batna the weather is mild. However, Tindouf and Adrar will have a dry evening with 40°. The sea is going to be calm and suitable for surfing. This was your weather forecast for the day. Have a good day.

Participant 4

Good morning everyone, today's weather is going to be raining heavily and windy in some places in the south. We are going to witness major storms;therefore, I advise you all to stay home. This is it for today. And as always stay safe till next time, your weather reporter from channel six.

Session five

Activity 1

Topic: short stories.

Materials: audio tracks (short stories)

Material transcripts and learners' production

Tape 1 transcript: Noisy neighbor

Barbara couldn't take it anymore. Her upstairs neighbor was blasting his stereo again. She had asked him twice already to turn the volume down. The first time she asked, he was surprised. He said he didn't know that she could hear his stereo.

"Yes," she said, "it's just like your stereo was in my living room. I can hear every note!" He said he would keep it down. She hoped that he was telling the truth. Of course, he wasn't. The very next day, he blasted his stereo. She marched upstairs to remind him of his promise. He said the volume was so low that he could barely hear it. She asked him to turn it lower. He said he would try. Barbara could swear that when she reentered her apartment, the music was louder than when she had walked upstairs. So, this was the third time. She took her baseball bat upstairs with her. She knocked very loudly on his door. When he opened the door….

Participant 1: (32seconds)

When he opened the door she smashed his brain by the bat and he dropped dead. She was chocked and scared. She roped him in a towel and then she took him in the car and drove to the woods then she (ah) made a whole and throw him in the whole and (umm) went back to the house to clean the scene.(laughing)

Participant 2 (30 seconds)

When he opened the door (Umm) he **see saw** her with the bat he was scared. (pause) She screamed saying I warned you before and if u won't stop the music I will hit your face and call the police.

Tape 2 transcript: Riding motorcycle

Jay was born to ride. Just after learning to walk, he got his first tricycle. A year later he was on a bicycle with training wheels. At the age of five he was a skilled bicyclist, able to jump off ramps and fly through the air. His father made sure he did everything safely. Jay wore a helmet, a chest pad, elbow pads, and knee pads. He fell a lot, but he was never hurt badly. He got his first motorcycle when he was seven. His father put the motorcycle in the back of his pickup and drove Jay out to the desert almost every weekend. Jay became a skilled rider. By the time he was 15, he had won 30 races. His future looked bright. When he was 17, Jay took his friend out for a ride on his motorcycle….

Participant 3 (30 seconds)

He was riding the motorcycle and a truck suddenly crossed his road. (umm) when he stopped the truck he found three drunk men and and bit him till he couldn't move so his friend aaa called the ambulance and took him to the hospital.

Tape 3 transcripts:Shark attack

It was a hot, sunny day. The waves off Santa Barbara were almost three feet high because of a distant Pacific storm. Surfers were having fun. Then the fun ended. One surfer started yelling. Surfers on the beach saw him swinging his arms. He went under water….

Participant 4 (20 seconds)

Some other surfers helped him and saved him. So they called the police ah because **they know they knew** it was a shark. And and they took him to the hospital and that's all.

Participant 5 (30 seconds)

When they heard him yelling they went to save him and and they discovered that his friend was wearing a shark tale (laughing) and they know that it was a prank. But suddenly another real shark attacked his friend and ate him.

Participant 6 (30 seconds)

The surfer who was yelling was attacked by a shark he was terrified and scared umm then he he was asking for help and then he remembered that he had a knife in his pocket and he remembered a scene that he watched in TV about how to face a shark. Aaa he took the knife and killed the shark and lived happy ever after.

Tape 4 transcripts: A nursing student disappears!

A young woman who is a nursing student at Pasadena City College has disappeared. She had just started her final semester, and was planning to graduate two weeks before Christmas. "She is one of our best students," said Mrs. Nelson, an instructor. "It's certainly very strange for her to miss class without calling in." . Annabelle Florence had just moved into a new apartment at the beginning of September. A few classmates had helped her move. After all the boxes, clothes, and furniture were in the new apartment, Florence invited her three friends to a fantastic dinner at Sur la Table, a local French restaurant. Everyone hugged when the meal was finished, and Florence drove home by herself…

Participant 7 (30 seconds)

The inspectors make a research about her. They found out that she kidnapped because her father is occupying an important job. So they kidnapped her to put pressure on him.

Participant 8 (32 seconds)

She was in her way to her home. Aaa she crushed tree and lost her memory. yeah and an old woman helped her and took her with aa with her yeah and stay with her two years because she lost her memory and one day she remembered everything and went back home.

Participant 9 (21 seconds)

While she was driving she didn't notice a sharp turn or a dangerous turn and she fell from the cliff directly to the valley. Andand (pause) the car was crashed and she was dead.

Activity 2

Objective: using conditional

Materials: audio tape (song)

Material transcripts

If I were a boy

I think I could understand

How it feels to love a girl

I swear I'd be a better man.

I'd listen to her

Cause I know how it hurts

When you lose the one you wanted

Cause he's taken you for granted

And everything you had got destroyed

If I were a boy

I would turn off my phone

Tell everyone it's broken

So they'd think that I was sleeping alone

I'd put myself first

And make the rules as I go

Cause I know that she'd be faithful

Waiting for me to come home (to come home)

Participants' transcripts

Participant 1

If I were you, I wouldn't do that and if I were looking for you, I would reach you anywhere.

Participant 2

If I were Haithem I would wake up very late, I would ask for my breakfast in my bed (laughing). If I were him, I would go to the Jim to do fitness workouts. And go back home and play some video games and then go to sleep.

Participant 3

If I were a teacher, I would give free marks for all my students (laughing) and teach them only two hours per week.

Participant 4

If I were a girl, I wouldn't be taken to the army (laughing) and if I were a girl, I would ask for anything from my father and he will buy it for me. If I were a girl, I would get a job as soon as I graduate.

Glossary

Accuracy: freedom of mistakes: it refers to the ability to produce the language without making grammatical mistakes.

Audio materials: these refer to materials that provide audible input.

Authentic materials: these refer to the materials produced by native speaker of the language.

Authenticity: it is generally associated with genuineness and originality.

Fluency: it refers to the ability to speak easily and smoothly.

Motivation: it is the force that causes someone to do something.

Native speaker: it refers to a speaker of a particular language who has spoken that language since earliest childhood.

Speaking: it refers to the act of expressing thoughts and feelings by the use of spoken language.

الملخص

إن الدراسة الحالية تهدف إلى البحث في مدى فعالية إدراج الوسائل الأصلية المسموعة في عملية تدريس اللغة المنطوقة وذلك بهدف تقوية مهارة الكلام لدى طلبة السنة الثالثة ل م د انجليزية وتهدف الدراسة بالأساس إلى البحث في مدى فعالية هذه الوسائل في توسيع الرصيد اللغوي و كذا مساعدة الطلبة في التحدث بطلاقة و لتحقيق هذا الهدف فان الدراسة الحالية تتكون من جزئين : الأول و هو الجانب النظري و الذي يسلط الضوء على مهارة الكلام و كذا الوسائل الأصلية مشيرا إلى ايجابيات و سلبيات هذه الوسائل, في حين أن الفصل الثاني خصص للجانب التطبيقي و المتمثل في الدراسة الميدانية و ذلك بتطبيق أربع أدوات جمع البيانات . و في الأخير فان النتائج المتحصل عليها قد بينت أن أساتذة التعبير الشفوي مدركون لأهمية هذه الوسائل كما أبدى الطلاب اهتمامهم و إعجابهم بها. و من هنا يمكن القول أن الوسائل الأصلية المسموعة يمكن أن تكون فعالة لتطوير المهارة الشفوية للطلبة و ذلك بخلق جو تعليمي تحفيزي إضافة الي إثراء رصيدهم اللغوي و كذا طلاقة الكلام.