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Department of Foreign Languages

English Branch

# Teachers' Attitudes Towards The Use of Authentic Materials in Enhancing EFL Students Speaking Skills

Case study: first year EFL students at Biskra University

Dissertation Submitted in Partial Fulfillment of the Requirements for Master

Degree in Sciences of the Language

Submitted by: Safia ABID                    Supervised by: Samira BENIDIR

## Board of examiners

Mrs. Samira BENIDIR

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**June 2017**

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**Dedication**

*I dedicate this work:*

*To the soul of my mother*

*To my beloved father, my step mother and my sisters Afaf, Asma and Hiba.*

*To my husband and his family.*

*To my wonderful grandmother and my uncles.*

*To my friends and my classmates.*

*To Djihed Senani who was always supporting me.*

*A special thank to my friend Anfel Zerroug for her support*

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**Hanane.**

**Abstract**

The teaching of speaking by using authentic materials has been received attention lately because of its effectiveness on developing the EFL students' oral production. Many teachers aim to solve their students' speaking problems by exposing them to language that is produced in its real context. This study aims to find out the different perspectives of English language teachers' at Biskra University about the use of authentic materials as an effective tools that can help in improving the EFL students speaking abilities. The hypothesis set for this study is that if the teachers hold positive attitudes towards the using of authentic materials, the EFL students' speaking skills will be enhanced. The methodology used to collect and interpret the data is quantitative method. In this research, one questionnaire is used for oral expression and English teachers in general in order to find out their opinions on the effect of authentic materials on promoting the speaking skills. The results of the analysis have shown that the teachers of English at Biskra University have positive attitudes towards using authentic materials to enhance their students' speaking skills.

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# General introduction

The use of authentic materials as language teaching strategy can be very beneficial and useful since the students are exposed to a language that is produced by native speakers. If the teachers of oral expression have positive attitudes regarding providing authentic materials in the classroom, they will help their students develop their speaking abilities and encourage them to communicate in the foreign language effectively. The students also should have positive attitudes towards the use of these materials since they are very important to them, and try to help their teachers by creating the suitable atmosphere that enables both of them to learn by using authentic materials.

## 1. Statement of the problem

Speaking is thought to be the most significant skill that EFL learners should master, and they usually would like to achieve their main objective which is learning to speak fluently and confidently. But the majority of learners find problems to communicate in the foreign language. The teachers also face a lot of difficulties to get their learners to participate during the oral classes. However, some teachers are not aware of the importance of using authentic materials in enhancing the students' speaking skills. So the role of the teachers is to improve their students' proficiency and fluency by being aware and having positive attitudes towards the use of authentic materials in the classroom.

## 2. Significance of the study

Teachers and students attitudes towards the use of authentic materials affect positively the students' speaking skills. So, teachers have to take into consideration the effectiveness of

relying on them in teaching EFL learners since they aid them to improve their speaking proficiency and help them to overcome many difficulties and obstacles that hinder them to communicate effectively when they perform orally.

## 3. Aim of the study

This study aims:

➤ To determine the perspectives and the attitudes towards using authentic materials to develop the speaking abilities of students.

➤ To make the teachers of Biskra University aware of the importance of using authentic materials in teaching speaking and to provide them in their classes.

## 4. Research questions

This study seeks to answer the following question:

1. What are the teachers' attitudes towards the use of the authentic materials in their oral classes?

## 5. Hypothesis

It is hypothesized that the teachers of English at Biskra University have positive attitudes towards using authentic materials to enhance the EFL students' skills.

## 6. Research methodology

The objectives of the research were to point out the teachers' attitudes towards the use of authentic materials in improving their students' speaking skills; thus, the method that is used to collect and analyze data is quantitative method.

The technique that is followed for data collection is questionnaire designed for teachers of English and teachers of oral expression. The participants are nine teachers who were chosen randomly.

## 7. Structure of the dissertation

This research is divided into three chapters. The first chapter is a general overview about authentic materials. Their definitions, sources, advantages, factors of selecting these materials and the difficulties faced by both teachers and students when using them. The second chapter is a general background of speaking; Its definition, its sub-skills, its purposes, its importance in teaching, the difficulties that are faced by students when speaking, and some speaking activities used by the teachers besides some criteria for selecting these activities and finally the roles of the teacher during the speaking tasks. The third chapter is about the analysis of the data obtained from questionnaires about teachers' attitudes towards the use of authentic materials in the classroom. Finally a general conclusion of the research.

## Introduction

The teachers of English when teaching speaking use varied strategies in order to help their students' achievement in mastering the speaking skills. One of the useful strategies used by the teachers is the use of authentic materials in the classrooms. Authentic materials are materials that are made and designed by native speakers for native speakers. This chapter is about a general overview of authentic materials. In this chapter various definitions of authenticity and authentic materials are presentedbesides the different types of these materials. In addition a distinction between authentic and non authentic materials is mentioned. Moreover, an explanation of the advantages and the disadvantages of using authentic materialsand some criteria of selecting authentic materials are provided and finally the role of the teacher is exposed besidesthe problems that he faces.

## 1. Definition of Authenticity

The term "authenticity" has been defined by different researchers. According to Donna Tatsuki (2006, p.1), authenticity means genuineness, truthfulness, realness, validity and reliability. Similarly Kosten (2014, p.1) states "authenticity is related to the notions of realness or trueness to origin. As technical term in the field of ELT, authenticity has been used to characterize texts (both written and spoken), learning materials tasks, cultural artefacts, multimedia products, form of assessment, and even types of teacher and audience".Also (Porter and Roberts, 1981; Little et al, 1989as cited in Gilmore, 2007, p.98) claim that authenticity related to the language created by native speakers for native speakers in a specific language society.Geddes and White (as cited in Hedge, 2000, p. 246) define authentic discourse as " a language which was originally written or spoken for non-pedagogical purpose, and which was, in its original context, a genuine act of communication".

## 2. Definition of authentic materials

Authentic materials have been defined differently by various researchers. Little, Devit and Singleton (as cited in Matthew Peacock, 1997) define authentic materials as materials such as newspapers, poems, and songs which are not made for second language learners, but they are made to achieve some social purposes in the language community. Another definition of authentic materials which is suggested by Laniro (2007) states that Authentic materials are materials that learnerscan face in their daily lives such asvideo,prints, and audios. And they are not designed to be used in the classroom. It means tools which are taken from the real life. Charlene Polio also refers to authentic materials as materials that are designed for real life goals not for language learning goals. So, they are created for native speakers. Also authentic materials are defined by (Heitler, 2005) as documents that are made by native speakers to native speakers. Authentic materials are not created specifically to be in the classroom, but they make excellent learning tools for students precisely because they are authentic. So we can say that authentic materials are tools that are created and designed by native speakers for native speakers to achieve some social goals and purposes and they are not designed for learning purposes. These materials can bedivided into print (web sites, newspaper, magazines, TV guide) and auditory (radio, broad cast, video, movies)

## 3. Sources of authentic materials

Different types of authentic materials have emerged with the development of technology such as Internet, TV, films…etc. These types facilitate the process of teaching for both teachers and students. Authentic materials can be classified into printed, audio and visual.

**3.1. Printed materials:**  are materials that are written such as newspapers, magazines, recipes, report cards, maps, short stories.

**3.1.1. Newspaper:** is printed work which contains articles about current news and announcements and Advertisements, it can be daily or weekly or monthly. Newspaper can be an excellent material that helps students to be exposed to articles that belong to the target language.Grundy (1993, as cited in Merchi, 2013, pp.9-10) claims that "because newspapers are about the outside world, their use in classroom bridges the gap between the outside world and the classroom".

**3.1.2. Recipes:** they are also good authentic materials since the students can acquire new vocabularies of the foreign language which is taken from the list of ingredients.

**3.1.3. Maps:** are plans or charts that show the situation of countries, oceans, and islands, which help the students to acquire a list of vocabularies concerned the geographical knowledge of the target language.

**3.1.4.  Short stories:** are narrative pieces that contain fictional or realistic characters and events they are very beneficial to students to be exposed to the literature of the foreign language and in an enjoyable way that can motivate them more to learn. Short-story is also defined by (Poe, n.d., as cited in Pardede, 2011, p. 17) "as a narrative that can be read at one sitting of from one-half hour to two hours, and that is limited to 'a certain unique or single effect' to which every detail is subordinate".

**3.1.5. Audio materials:** in which EFL students are exposed only to listening using auditory materials such as radio, audio books, songs.

**3.1.6. Radio:** it represents a powerful material that helps the students to acquire the language through being exposed to it by listening. Barry Tomalin  (1979,p.71) points out that Radio can yield topics treated in English that are very beneficial in teaching. So by using radio EFL

Students are exposed to real life topics that are related to the culture of the target language. Crandy also (1993, as cited in Merchi, 2013, p.7)argues:

> It focuses Strongly on listening and reading , and gives interesting insights into thetarget culture .Miller mentioned that listening to Such programs (BBC world service) is perhaps the most difficult of aural texts for language learners .It aims to allowlearners access to native Speakers Models ,focus on listening, and emphasize ontesting what Student listen(n.p).While Students are listening ,the teacher may asksSome Questions or do Some activities in Order to leave the Students talk and interactwith each other to practice the vocabulary which they heard .

**3.1.7. Audio books:** According to Johnson (2003)"Audio books have traditionally been used in schools by teachers of second-language learners, learning-disabled students, and struggling readers or nonreaders. In many cases, audio books have proven successful in providing a way for these students to access literature and enjoy books". Also Hodgson (n.d.) claims that we use audio books to make students exposed to intonations, different accents and dialects, idioms and pronunciation.

**3.1.8. Songs:**  they are considered as entertaining tools for learning that motivate EFL students to learn, they play an important role in teaching speaking. (Murphey, 1992, as cited in Millington, 2011, p.134) asserts Songs are very useful for young learners toenhance their listening skills and pronunciation, therefore potentially helping them to enhance their speaking skills. Songs can also be beneficial tools that help in acquiringvocabulary and learningthe sentence structures and sentence patterns andhelp the learners to not mention their reflectivity of mother tongue culture.

**3.2. Audio visual materials:** they are also called instructional materials, according to Burton, n.d., as cited in Umar, 2014) "Audio visual aids are sensory objectives and images which stimulate and emphasis on learning process."

**3.2.1. Movies:** they are very desirable and enjoyable tools that most of EFL students prefer to have in their Learning, they are very useful to motivate them to learn and to enhance their speaking abilities. Sparau, 2001, as cited in Mandy latz, 2009) states "Instructors must learn and in turn teach their students how to make movie viewing a meaningful and active educational experience." Thereby teachers should be aware of the importance of using movies in their classrooms.

**3.2.2. Television Programs:**   series and educational programs are very effective and advantageous tool that EFL students benefit from them since they watch to programs that deal with various fields such as Economics, politics or entertainment programs.

# 4. Authentic and non authentic materials

Many researchers differentiate between authentic materials and non authentic materials. Authentic materials refers to materials that belongs to native speakers in real life such as newspapers, maps, songs, short stories, magazines articles, recipes...etc. However non authentic materials are used by the teacher and designed for the language learners to improve their learning process such as dictionaries, books.

This table points out the difference between authentic language and non authentic language according to recordings of conversations made for native speakers of the language and recordings of conversations made for non native speakers of the language.

| 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 speech: 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 ,more 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(i.e..sentences usually complete) |
| -Background noise presents. | -Background noise absent. |

**Table 1:** The difference between authentic language and non-authentic language (In

Hedge.2000, as cited in Djoued, 2015, pp.21-22)

This table shows that the recording of the conversations that is made for native speakers are very different from the ones designed for non native speakers in many aspects such as the variation of the speed of delivery, the intonation, the accent , the grammatical structure, the formality of language and the structure of the sentence.

## 5. The advantages and the disadvantages of using authentic materials in the classroom

### 5.1. The advantages

According to (Tamo, 2009, pp. 75-76) the authentic materials used in EFL classrooms have many advantages that are summarized in points:

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

• Authentic materials have a positive effect on learner motivation.

• "Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities" (Sanderson, 1999, as cited in Tamo, 2009, p. 75).

• Textbooks often do not include incidental or improper English.

• Authentic materials can produce a sense of achievement, e.g., a brochure on England given to students to plan a visit.

The same piece of material can be used under different circumstances if the task is different. Language change is reflected in the materials so that students and teachers can keep abreast of such changes.

"Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)" (Martinez, 2002, as cited in Tamo, 2009, p. 76).

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

 • Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class. Kilickaya (2004) also states that the use of authentic materials is regarded as the best way for raising the students ' motivation to learn since they help inmaximizing the students exposure to the target language in its real context. Berardo (2006, p. 64) points out some advantages of using authentic materials summarized as follows :

- The authentic materials can affect positively on increasing the students' motivation

- They help the students to have knowledge of an authentic cultural background.

- They make the students' more exposed to the real language.

- They are very suitable materials that can better meet the students' needs

-  Authentic materials can support a more creative approach to teaching.

 So, the use authentic materials in the classroom can be very advantageous for the students to achieve their goals in learning the target language. Since they create an enjoyable atmosphere that raise the students' motivation to acquire the language and meet their needs and interests and make them exposed the target language in its real context.

## 5.2. The disadvantages

On the other hand authentic materials have disadvantages because teachers and students may have difficulties while using authentic materials. Tamo, D. (2009, p. 76) summarized the disadvantages in these points:

• Authentic materials may be too culturally biased, so unnecessarily difficult to be understood

outside the language community.

 • The vocabulary might not be relevant to the student's immediate needs.

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

 • Special preparation is necessary which can be time consuming.

 • Too many different accents can be heard which can cause some confusion.

• The material can become outdated easily, e.g. news.

 • There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

## 6.  Criteria for selecting authentic materials used in the classroom

The authentic materials should be selected carefully in order to meet the students' needs, so the teacher should choose the suitable materials for his students. According to Ryan (2014, p.17) "the selection of authentic materials should always be informed by course goals and individual lesson objectives. Course materials of any kind should always be compatible with course goals." The teacher should choose the appropriate materials according to the goal of his lesson. Berardo(2006, as cited in Ryan, 2014) also suggested three main criteria of selecting authentic materials: suitability of content, exploitability and readability. First; suitability of content that is related to the appropriateness of choosing materials that meet the needs and the interests of students. Then exploitability that refer to how the text can be used to improve students skills. Readability related to the difficulty of the structure and lexis if they are very easy or very difficult. Ryan(2014, p. 18) also claims "Altering the variety of authentic materials is another thing to keep in mind when selecting materials. Introducing a variety of materials ensures that they can be used in different ways to promote different skills."

## 7.  The role of the teacher

The teacher plays an important role in selecting authentic materials in the classroom, how to be used and how it should be presented to his students. Spelleri, (2000 as cited in Segueni 2009, p. 47) proposes that, the teacher should carry out the following roles:

➢ **A Filter**: S/he presents the language in planned way to fit learners' level, needs and interests.

➢ **A Culture Guide**: The teacher's role is to explain and illustrate all the information of culture that is found in authentic materials.

➢ **An Objective Chairman**: the teacher should be a good listener because some authentic materials can hold topics which lead to dispute in some discussions.

The teacher should play his role in an effective way while selecting authentic materials to better meet the needs of his students.

## 8.  Difficulties faced when using authentic materials

It is known that authentic materials are considered as very useful tools that help in both teaching and learning the foreign language and improve the students' skills. But there are some difficulties that occurs when dealing with authentic materials in the classroom such as the level of the student, the student with low level may face problems and can difficultly understand   the native language which lead them to lose their motivation, Al Azri and Al Rashdi (2014) states, "if the materials are beyond the learners' ability or level, it might lead to de motivation and discourage learners from learning the target language." (p. 252).Another difficulty that is faced is the time allocated to the teacher in order to present his lesson by using authentic materials is not sufficient. The teacher can overcome these difficulties by choosing the suitable authentic materials that fit the needs and interests of his students.

## Conclusion

Using authentic materials is thought to be one of the significant strategies that help in the achievement of the EFL students' oral production. These materials have many advantages. They aid in maximizing the exposure of the foreign language to the students. In addition, they can be very motivating tools thatcan create an enjoyable atmosphere that enables the students to have fun when learning speaking. The teachers play an important role in selecting the suitable authentic materials for this reason he should carefully selected them in order to meet their students' needs and levels.

## Introduction

      Speaking is one of the four major skills (listening, writing and reading).It plays an important role in our daily lives. Through speaking we communicate with each other, we transmit messages, and we express our opinions. For that reason, the speaking skill is considered as a basic skill that most of students seek to acquire. This chapter is an overview of the speaking skills, speaking and speaking sub-skills are defined then the purpose and the importance of speaking skills are highlighted. Also the notion of communicative competence and its components are pointed out followed by an explanation of the factors that affect EFL students speaking skills. Then, some activities used by the teacher in the speaking task are mentioned and finally the roles of the teachers during the speaking activities.

## 1. Definitions of speaking

      Different definitions have been given by many researchers concerning the speaking skill. According to Oxford (2009) pocket dictionary speaking is "the action of covering information or express ones thought and feeling in spoken language". Also Chaney (1998 as cited in Mennaai, 2013, p.32) defines speaking skill as "the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context". According to Aguilera and en Filologia (2012, p.163), speaking is a productive skill which includes expressing ideas and meaning by using speech. It is also defined by Torky (2006, p.13) as "the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. In addition, people who know a language are referred to as 'speakers' of that language." Speaking is also defined as "an interactive process of constructing meaning that involves

producing, receiving and processing information. Its form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking." (Burns and Joyce, 1997, as cited in Torky, 2006, p.30).However, Mackey (1978, p. 263) claims that "speaking is the most complex of linguistics skill, since it involves thinking of what is to be said while saying what has been thought."  Also, Boonkit (2010, p. 1305) states that:

> Speaking is one of the four macro skills necessary for effective communication in any language, particularly when speakers are not using their mother tongue. As English is universally used as a means of communication, especially in the internet world, English speaking skills should be developed along with the other skills so that these integrated skills will enhance communication achievement both with native speakers of English and other members of the interaction community.

All of these definitions emphasized that speaking is skill in which people are able to express their ideas, thoughts and opinions and mastering it is strongly required.

## 2.  Purpose of speaking

In terms of the purposes of speaking, Kingen (2000, as cited in Torky, 2006, p.38) summarizes these purposes into twelve categories that are explained in the list below:

- **Personal:** expressing personal feelings, opinions, beliefs and ideas.
- **Descriptive:** describing someone or something, real or imagined.
- **Narrative:** creating and telling stories or chronologically sequenced events.
- **Instructive:** giving instructions or providing directions designed to produce an outcome.
- **Questioning**-asking questions to obtain information.

- **Comparative:** comparing two or more objects, people, ideas, or opinions to make judgments about them.

- **Imaginative:** expressing mental images of people, places, events, and objects.

- **Predictive:** predicting possible future events.

- **Interpretative:** exploring meanings, creating hypothetical deductions, and considering inferences.

- **Persuasive:** changing others' opinions, attitudes, or points of view, or influencing the behavior of others in some way.

- **Explanatory:** explaining, clarifying, and supporting ideas and opinions.

- **Informative:** sharing information with others

## 3. The speaking sub-skills

There are several sub-skills under the speaking skill that we should take into consideration. If the students master all of these sub-skills, they can achieve the required purpose which is speaking English effectively. They include: fluency, accuracy, pronunciation and vocabulary. Lackman (2010, p.3) explains the speaking skills and its application as follow:

**3.1. Fluency:** Students practice speaking with a logical flow without planning or rehearsing.

**Application:** Activities which require students to focus on meaning in communication without immediate concern for accuracy (errors can be corrected afterwards).

**3.2. Accuracy with words and pronunciation:** Students practice using words, structures and pronunciation accurately.

**Application:** Students need to be able to use and pronounce words and structures correctly in order to be understood. Controlled practice activities are the most common way of working on spoken accuracy.

**3.3. Using functions:** Students use specific phrases for purposes like giving advice, apologizing.

**Application:** Activities which stress that verbal communication is for a reason or function. Role plays and simulation are ideal.

**3.4. Appropriacy:** Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary.

**Application:** Activities which stress that the purpose of talking determines what languages is appropriate. Students are required to make choices about grammar and vocabulary and also other aspects of communication like intonation and length of turn. For example, "what is the damage?" is inappropriate in four-star restaurant.

**3.5. Turn-taking skills:** Students practice ways of interjecting, eliciting an interjection or preventing one.

**Application:** Turn-taking skills involve knowing how and when to interject, eliciting and interjection or preventing one. Students can practice listening for appropriate gaps in order to take their turn without irritating the speaker. While speaking they can practice techniques such as pausing which purposely allows others to take a turn or they can practice using hesitation devices such as 'ums' and 'errs' to hold on turn while they search for the next thing to say. Lackman (2010, p.3)

**3.6. Relevant length:** Students practice speaking at a length appropriate to a situation.

**Application:** Activities which demonstrate that the purposes of speaking or the context determines the appropriate length of a turn. For example a one-word answer is acceptable for a market research survey but would not be sufficient in a job interview. Activities which require students to elaborate or be concise are useful.

**3.7. Responding and initiating:**  Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.

**Application:** Activities which get students to practice managing a conversation in an appropriate way with specific words and phrases such as, "what do you think about…", "really?"; etc. gestures and other paralinguistic tools are also used in conversation management.

**3.8. Repair and  repetition:** Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood.

**Application:** The spontaneous nature of conversation requires that participants constantly have to make sure that what's being said is understood. When misunderstanding is suspected a participant will 'repair' parts of the conversation. The most common form of repair is repetition and individual words or groups of words can be repeated by either the speaker or listener. Students can practice repairing when they suspect they have not been understood or as listeners they can repeat to seek clarification or correction from the speaker. Lackman (2010, p.3)

**3.9. Range of words and grammar:** Students practice using particular grammar or vocabulary for speaking on a specific topic or for doing a specific task.

**Application:** Students need to know a range of words and grammar and have the ability to choose from that bank the most appropriate words and structures for a specific task or topic. They are taught or made aware of words or structures appropriate for specific tasks or contexts and then are required to use them appropriately.

**3.10. Discourse markers:** Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize).

**Application:** When speakers are required to take a particular long turn, for example when giving a presentation, they use specific words and phrases to help the listener recognize how their talk has been organized. Activities can be used which teach discourse markers and then require students to use them appropriately. Lackman (2010, p.3)

## 4. The importance of teaching speaking skills to EFL learners

Since speaking skill is one of the basic skills that students need to acquire, and to achieve certain goals of communication, is very necessary to give it more importance and to use the appropriate strategies when teaching it in the classroom. In regard of the importance of speaking skill, Nazara (2011, p. 29) assert:

Speaking has always been considered as the most essential skill to be mastered for several reasons. First, approaches and methods for teaching speaking have long been major focuses of language teaching researches and conferences. Second, a huge number of conversation and other speaking course books, audios and videos are continuously published. In addition, many language learners regard speaking ability as the measure of knowing a language. They define fluency as the ability to converse with others, much more than the ability to read, write, or comprehend

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oral language. They regard speaking as the most important skill they can acquire.

Teaching speaking skill can create an enjoyable atmosphere in the classroom besides it raises the students' motivation to learn the foreign language. The article "Teaching speaking skills 2" (2004, para.1), summarized "speaking in class can be a lot of fun, raising general learner motivation and making the English language classroom a fun and dynamic place to be." In addition, Students who master the speaking skills in FL and communicatively competent, they have more chance in education, getting jobs and professions and travel opportunities. Baker and Westrup (2003) claim "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion" (p. 05). Also, Ur (2000, p.12) gives more importance to speaking skill declares that: "of all the four skill [listening, speaking, reading and writing], speaking seems intuitively the most important: people who know a language are referred to as, speakers of the language, as if speaking included all other kinds of knowing." Qureshi (n.d., pp. 2-3) also summarized the importance of speaking skill in these points:

> ➢ Language is a tool for communication. We communicate with others, to express our ideas, and to know others' ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The importance of speaking skills hence is enormous for the learners of any language.
>
> ➢ For a smooth running of any system, the speakers of a language need to be especially and purposefully trained in the skill of speaking.
>
> ➢ The ability to speak skillfully provides the speaker with several distinct advantages. The capacity to express one's thoughts, opinions and feelings, in the form of words put together in a meaningful way, provides the speaker with these advantages.

➢ An effective speaker can gain the attention of the audience and hold it till the completion of his message.

➢ Speaking skills can also important for career success.

## 5.  Communicative competence

The concept of communicative competence was coined by the sociologist Dell Hymes in 1966. (Hymes, 1972, p. 277) claimed that

> …a normal child acquires knowledge of sentences not only as grammatical, but also as appropriate. He or she acquires competence as to when to speak, when not, and as to what to talk about with whom, when, where, in what manner. In short, a child becomes able to accomplish a repertoire of speech acts, to take part in speech events, and to evaluate their accomplishment by others. This competence, moreover, is integral with attitudes, values and motivations concerning language, its features and uses and integral with competence for, and attitudes towards, the interrelation of language with the other code of communicative conduct.

The term is also has been defined by many researchers. Wikipedia defines communicative competence as "a term in linguistics which refers to a language user's grammatical knowledge of syntax, morphology, phonology and the like, as well as social knowledge about how and when to use utterances appropriately." And, according to the national capital language resource center (NCLRC, 2004) communicative competence is "**The** ability to use the language correctly and appropriately to accomplish communication goals. The desired outcome of the language learning process is the ability to communicate

competently, *not* the ability to use the language exactly as a native speaker does". Also it has been defined as "the ability to function in a truly communicative setting – that is, in a dynamic exchange in which linguistic competence must adapt itself to the total informational input, both linguistic and paralinguistic, of one or more interlocutors" (Savignon,1972, as cited in Bagarić and Djigunović, 2007, p.96). In terms of communicative competence, Widdowson, (1978) (as cited in Ohno, n.d., p.27) argues "we do not only learn how to compose and comprehend correct sentences as isolated linguistic units of random occurrence; but also how to use sentences appropriately to achieve communicative purposes."

According to these definitions, we recognize that communicative competence required being grammatically competent (knowing how to use language accurately) and socially competent (knowing how to use language appropriately).

## 6. Components of communicative competence

Widdowson, (2003, as cited in Peterwagner, 2005, p.10) suggested four components of communicative competence: grammatical competence, sociolinguistic competence, discourse competence and strategic competence.

**6.1. Grammatical/ linguistic competence:** includes knowledge of phonology, orthography, vocabulary, word formation and sentence formation"; i.e. mastering the grammatical rules of the language.

**6.2. Sociolinguistic competence:** includes knowledge of socio-cultural rules of use. It is concerned with the learner's ability to handle for example settings, topics and communicative functions in different sociolinguistic contexts. In addition, it deals with the

use of appropriate grammatical forms for different communicative functions in different sociolinguistic contexts .i.e. knowing how to use language appropriately.

**6.3. Discourse competence:** is related to the learners' mastery of understanding and producing texts in the mode of listening, speaking, reading and writing. It deals with cohesion and coherence in different types of text." i.e. knowing how to form coherent and cohesive oral or written texts.

**6.4. Strategic competence:** It refers to compensatory strategies in case of grammatical or sociolinguistic or discourse difficulties, such as the use reference sources, grammatical and lexical paraphrase, requests of repetition, clarification, slower speech, or problems in addressing strangers when unsure of their social status or in finding the right cohesion devices. It is also concerned with such performance factors as coping with the nuisance of background noise or using gap fillers.

Hedge (as cited in Houhou, 2013) also was interested in the concept of communicative competence. She suggested that communicative competence required mastering five areas that she has explained in the table below. This table illustrates what communicative language ability cover and what does this imply for language learners.

| If communicative language ability consists of the following | What does this imply for language learners? |
|---|---|
| **Linguistic competence** | - To achieve accuracy in the grammatical forms of the language.<br>- To pronounce the forms accurately<br>- To use stress, rhythm, and intonation to express meaning.<br>- To learn the script and spelling rules<br>- To achieve accuracy in syntax and word formation. |
| **Pragmatic competence** | - To learn the relationship between grammatical forms and functions<br>- To use stress and intonation to express attitude and emotion<br>- To learn a scale of formality<br>- To understand and use pragmatic rules of language<br>- To select language forms appropriate to topic, listener, etc. |
| **Discourse competence** | - To take longer turns, use discourse markers, and open and close conversations<br>- To appreciate and be able to produce contextualized written texts in a variety of genres.<br>- To be able to use cohesive devices in reading and writing texts.<br>- To be able to cope with authentic texts. |
| **Strategic competence** | - To be able to take risks in using both spoken and written language<br>- To use a range of communication strategies.<br>- To learn the language needed to engage in some of these strategies, e.g. 'What do you call a thing that/person who…' |
| **fluency** | - To deal with the information gap of real discourse.<br>- To process language and respond appropriately with a degree of ease<br>- To be able to respond with reasonable speed in 'real-time'. |

**Table 01:** Significant implications of communicative language ability for teaching and

learning (Adapted from Hedge 2000, as cited in Houhou, 2013, p.11).

## 7. Difficulties that EFL students face in their oral production

Speaking in public is a problem that most of EFL students encounter during the Oral expression module due to several factors that hinder them to communicate effectively. These factors can be linguistic or psychological.

**7.1. Linguistic factors:** They include the lack of vocabulary, pronunciation, and grammatical mistakes.

**7.1.1. The lack of vocabulary:** One of the problems that EFL students face is the lack of vocabulary. Some students are not able to express their thoughts orally although they have ideas and opinions about the topic being discussed because they don't have the knowledge of words. "Factors affect speaking skills" (2014) includes "ESL learners often have to search for an appropriate word. They don't find one to fit into the context/content. This is because of lack of exposure to a variety of vocabulary."

**7.1.2. Pronunciation:** Siti Mahripah (2014, p. 1040) state "It is widely understood that English is not a phonetic language, meaning that pronunciation of its words are not the same to its spelling. On several occasions, it even occurs when words with the same spelling are pronounced differently due to its surrounding contexts, such as tenses and phonemes following them." For that reason, EFL students find difficulties in pronouncing English words correctly, thus they do not speak.

**7.1.3. Grammatical mistakes:** The grammatical mistakes are very common among EFL students especially in their oral production. There are some students who make a lot of mistakes in one sentence when they speak, however they may not make them when they write. So, linguistic factors can be very big obstacle that affects the students' speaking skills.

**7.2. Psychological factors:** These psychological factors that affect the students' speaking skills include lack of motivation, shyness, fear of making mistakes, anxiety and lack of confidence.

**7.2.1. Lack of motivation:** Motivation is major key to enhance students' speaking skills. If the students are not motivated enough by the topics or the activities provided by the teacher, they will not interact during the speaking class. Nunan (1999) (as cited in Juhana, 2012, p.103) asserts that motivation is very necessary in affecting the unwillingness of the students to communicate in English. The lack of motivation can be due to the teacher who presents topics and activities that are appropriate to the students' interests and needs. Gardner in Nunan (1999) (as cited in Juhana, 2012, p.103) elaborates "the causes of the students' lack of motivation e.g. uninspired teaching, boredom, lack of perceived relevance of materials and lack of knowledge about the goals of the instructional program."

**7.2.2. Shyness:** Many students experience shyness when the teacher makes them speak in front of their classmates, this is one of the problems that hinder students from speaking. Baldwin (2011as cited in Juhana, 2012, p.101) also demonstrates the phobia of speaking in public is very widespread among students; the feeling of shyness can make them forget the ideas that they are seek to say. In terms of the causes of shyness Saurik (2011) (as cited in Juhana, 2012, p.101) says that most of EFL students prefer to do not speak due to the fear of making mistakes and the fear of being laughed at by their classmates. Therefore, shyness is problem that should be taking into consideration by the teacher.

**7.2.3. Fear of mistakes:** Fear of making mistakes is the problem that most students encounter when they are speaking, this problem inhibits them to express their thoughts and views confidently, and thus they would like to keep silent. Aftar (2008) (as cited in Juhana, 2012, p.101) mentions that the fear of making mistakes can be caused by the fear of students to be laughed at by peers or to receive negative judgments from their teachers. So

the students' fear of looking silly and foolish in front of classmates affect badly on their participation in the speaking activities.

**7.2.4. Anxiety:** Anxiety is a problem that has been defined by many researchers, according to Ayu and Nadhia (n.d.) "it is a feeling of panic associated with physical sensations that are all too painfully familiar to those affected such as increased heart and breathing rates, increased adrenaline, over-rapid reactions, and a tension in the shoulder and neck area."(p.69). It is also defined by Horwitz et al, 1991as cited in Nascente, 2001, p.) As "a feeling of tension, apprehension and nervousness associated with the situation of learning a foreign language". Anxiety can be due to the lack of preparation (the students do not prepare the topic in advance) or the fear that the allocated time is not sufficient to finish all the points that they want to discuss or the fear of being criticised by the audience excessively (Ayu and Nadhia, n.d., p.69). So, anxiety while speaking the foreign language in public is matter that should be solved by the teacher.

**7.2.5. The lack of confidence:** One of the problems affecting the speaking skills, that is worth mentioning, is the EFL students' lack of confidence, lot of students suffer from this problem.  (Juhana, 2012, p.101) states that the students' lack of confidence generally takes place when they recognize that what they were saying is not understood by the listeners or when they do not understand what is said to them. "Low confident learners usually look away from instructor to avoid being called on. They feel uncomfortable when using the language orally because they are concerned about being criticized or disapproved of. As a result, they tend to perform less successfully" (Alsibai, 2004 as cited in Al Hebaish, 2012, p. 61). So, EFL students with low confident cannot communicate well and confidently in the foreign language.

All of these factors can be problematic that hinder the achievement of learning speaking skills and discourage students to speak effectively.

## 8.  Classroom speaking activities used by the teacher

The teacher should carefully select activities that help in overcoming the difficulties that the EFL students encounter in the class.

**8.1. Information gap activities:** in which two students have different parts of information are asked to complete the gaps between them. (Harmer, 1998, p.88).One of the information gap activities is, describe and draw. In this activity the teacher gives one student a picture that should not be shown to his partner then the partner should draw the pictures according to the description of the first one with asking question. (Harmer, 1998, p.88).Another activity under the information gap activity is story telling activity. In this activity the teacher divides the class into four groups, each group should have a picture (that represents an event of story) then they try to memorize the events and to discuss it in the group. After that the teacher collects back the pictures and design one student from each group and ask them to tell the story. (Harmer, 1998, pp. 88-89).

**8.2. Role play activity**: According to Harmer (1998), "Role-play activities are those where students are asked to imagine that they are in different situations and act accordingly. We may tell them to role play beings guests at a party, travel agents answering customer questions or participants in a public meeting about a road buildings project for example." This type is the most used by teachers in the classroom.

**8.3. Surveys:**  Harmer (1998) stated that getting students to conduct questionnaires and surveys is one of the best ways to encourage conversation and opinions exchange, especially if they make them by themselves.

**8.4. Simulations:** are activities that seem to be similar to role play activities but they are more elaborated, in simulations the teacher or the students can provide materials in the class in order to create realistic atmosphere. For example, in a language lesson about the

grocery store, the teacher brings products to be bought and the students give money to purchase. (p.57).

**8.5. Brainstorming:** (Shrouf, n.d., p.19) states "On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas."

All of these activities used by the teacher are very useful for students to promote the speaking skills and it can also be enjoyable and motivating.

## 9. Criteria for speaking tasks

Thorbury (2005, pp.90-91) suggests some conditions that are needed in speaking tasks to increase the learners' chances in learning speaking:

**9.1. Productivity:** A speaking activity needs to be maximally language productive in order to provide the best conditions for autonomous language use.

**9.2. Purposefulness:** Often language productivity can be increased by making sure that the speaking activity has a clear outcome, especially one which requires learners to work together to achieve a common purposes.

**9.3. Interactivity:** Activities should require learners to take into account the effect they are having on their audience. if not, they can hardly be said to be good preparation for real-life language use even formal, monologic speaking task such as talk and presentations should be performed  in situation where there is at least the possibility of interaction.

**9.4. Challenge:** The task should stretch the learners' so that they are forced to draw on their available communicative resources to achieve the outcome. This will help them

experience the sense of achievement, even excitement that is part of autonomous language use. Of course, if the degree of challenge is too high, this can be counterproductive, inhibiting learners or reducing them to speaking in their L1.

**9.5. Safety:** while learners should be challenged, they also need to feel confident that, when meeting those challenges and attempting autonomous language use, they can do so without too much risk. The classroom should provide the right conditions for experimentation, including supportive classroom dynamic and non- judgmental attitude to error on the part of the teacher.

**9.6. Authenticity:** Speaking tasks should have some relation to real-life language use if not; they are poor preparation for autonomy. Of course, many classroom activities, such as drills and language games, can be justified on the grounds that they serve the needs of awareness- raising or of appropriation. But, in order to become autonomous, learners will need to experience a quality of communication in the classroom that is essentially the same as communication outside the classroom. This means that they will, at times, need to perform in real operating conditions.

## 10. The role of the teacher

The improvement of the students' speaking skills is highly dependent on the roles of the teacher. According to Harmer (2007, pp.347-8) the teacher must play certain roles during the speaking class to get his students to speak effectively. He should be prompter, participant, feedback provider.

**10.1. Prompter:** Some EFL students are unable to think of the idea that they intend to say next. Sometimes, the best option is to let them try by themselves. However, offering some suggestions to them can also be very helpful to overcome the feeling of frustration when they don't find ideas to continue the conversation.

**10.2. Participant:** Teachers should be stimulant and active especially when they ask their students to speak. To achieve that, the teachers should select certain activities with intense interest and they have to participate in these activities with their students because acting as participant can help in encouraging them to continue the engagement and maintaining a creative atmosphere. But the teachers should be careful to not leave the opportunity to their students to speak.

**10.3. Feedback provider:** The teachers' over correction during the speaking task can inhibit the students to communicate in the activity. On the other hand, useful correction can help in preventing hesitation and misunderstanding. It is necessary to allow the students assess what they have done when they have finished an activity and to tell them what went well.

So, to be an effective teacher involves not just teaching the curriculum, but the teacher should play different roles to help in the achievement of hid students.

## Conclusion

After providing an explanation of elements of speaking skill, its definitions, its purposes, its importance and the speaking activities used in the classroom. We conclude that proficiency in speaking is very necessary and important because it plays a great role in our daily communication to share information and to express thoughts and feelings, for that reason the teachers should focus more on teaching the speaking skill and they should carefully select classroom speaking activities and that help the EFL students to develop the ability to speak skillfully.

## Introduction

After finishing the theoretical part (chapter one and chapter two) in which we have presented a general overview of authentic materials and speaking skills, we move to the important part of my work, the practical part. In this part, we aim to elicit the attitudes of the oral expression teachers at Biskra University towards the role of using authentic materials in promoting the speaking skills. The most appropriate tool used to gather the teachers' viewpoints is questionnaires. This chapter is divided into two parts. In the first part, we will talk about the population of the study besides the description of the teachers' questionnaire. The second part is devoted to the analysis of the questionnaire and the interpretation of its results.

## 1. The population

The population of the study is teachers of English at Biskra University. We have dealt with nine teachers of oral expression from the total population of English teachers. The population was chosen randomly. The population would probably provide an efficient feedback concerning the research.

## 2. The description of teachers' questionnaire

The questionnaire aims to find out the teachers' perspectives towards using authentic materials in enhancing the speaking skills. The questionnaire is divided into two parts.

### 2.1. Part one: General information

In this part, there are three questions; the first one is about the length of the teachers' experience in teaching English at University, the second one is about the teachers' views about the strategies used to teach English, and the third one is about their qualification.

**2.2. Part two: Teachers' attitudes towards using authentic materials to enhance speaking skills.**

In this part, there are fourteen questions, in question item 4 teachersare asked toanswer if they like to teach oral expression module. Inquestion item 5 teachersare asked to answer how often their students participate in the oral expression session. In question item 6 teachersare asked to identify the difficulties that they face when they teach oral expression. In question item 7teachersare supposed to mention the kind of activities that they use to motivate their students to speak. In question item 8 teachers are asked to answer whether they use authentic materials when teaching speaking. In question item 9 teachersare asked to answer how often they use authentic materials in the classroom. In question item 10theyare asked to pick up the appropriate kinds of authentic materials that they use in their classroom. In question item 11 theyare asked to give their opinion of the usefulness of authentic materials to develop the students' speaking abilities. In question item 12they are asked to say whether they experience difficulties when using authentic materials in the classroom, and they are asked to give reasons. In question item 13 theyare asked to say if they find that authentic materials are effective tools for teaching speaking skills. Finally, in question item 14they areexpected to suggest some strategies that may promote their students' speaking skills.

## 3. Analysis of the questionnaire

➢ **Part one: general information**

**Q1: length of experience**

| Length of experience | 1 year | 2 years | 4 years | 7 years | 8 years | 13 years | 14 years | total |
|---|---|---|---|---|---|---|---|---|
| **Participants** | 02 | 02 | 01 | 01 | 01 | 01 | 01 | 09 |
| **percentage** | 22 % | 22 % | 11 % | 11 % | 11 % | 11 % | 11 % | 100% |

**Table 3: length of experience**
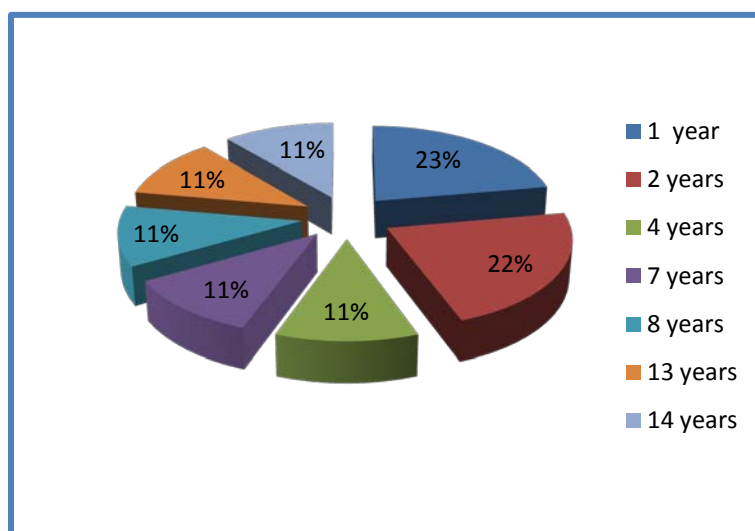


**Figure 1: length of experience**

In this table, the teachers' length of experience differs from one year to 14 years. 4 teachers have been teaching English for one to two years however, 5 teachers have been teaching English for more than 4 years which means that they have more experience in teaching English which is very important for the EFL students to teach them effectively.

**Q2: Teachers' views about the strategies used to teach English nowadays**

Considering the teachers' views about strategies used toteach English, most of teachers have stated that the strategies used nowadays at university are eclectic and

diversified strategies besides they increase the students' motivation to learn English, other teachers say that many effective strategies are used to teach English but the competency based approach is the most used now. However; some teachers say that the strategies used by teachers need to be updated and they are somehow effective because they do not all consider students' different learning styles and strategies. So, the strategies used nowadays to teach English can be very helpful and beneficial for the improvement of the EFL students' learning levels.

**Q3: The teachers' qualification:**

| Degree | Participants | Percentage |
|---|---|---|
| License | 0 | 0 |
| Master / magister | 07 | 78% |
| Doctorate | 02 | 22% |
| Total | 09 | 100% |

**Table 4: teachers' qualification**
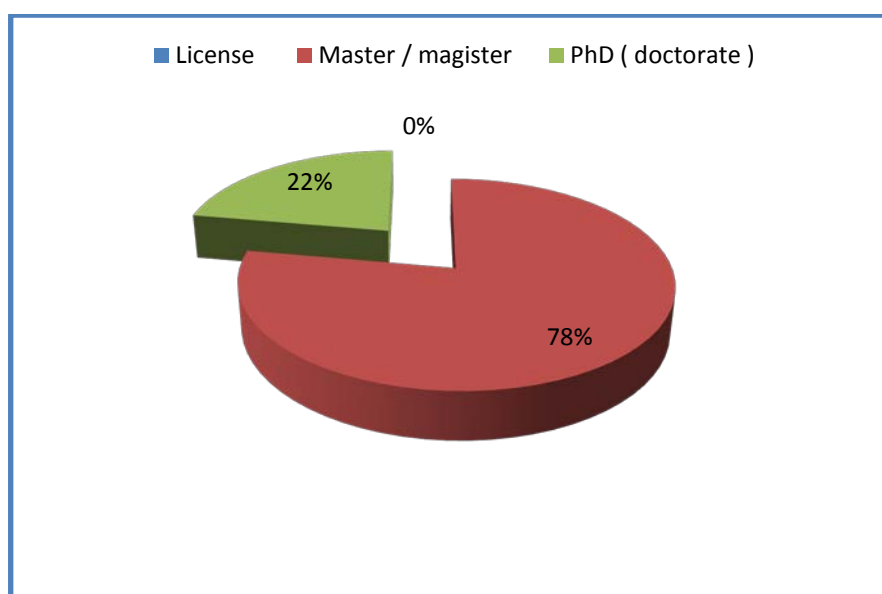


**Figure 2: teachers' qualification.**

In this table, we deduce that 07 teachers have got master or magister, they represent 78% and 02 teachers have got doctorate, they represent 22 %, So, the teachers who participate in the study have high levels.

> **Part two: Teachers' attitudes towards using authentic materials to enhance the EFL students' speaking skills.**

**Q4: Do you like to teach the oral expression module?**

| Option | participants | percentage |
|--------|--------------|------------|
| Yes | 09 | 100% |
| No | 0 | 0 |
| Total | 09 | 100% |

**Table 5: Teachers' opinion about oral expression module**
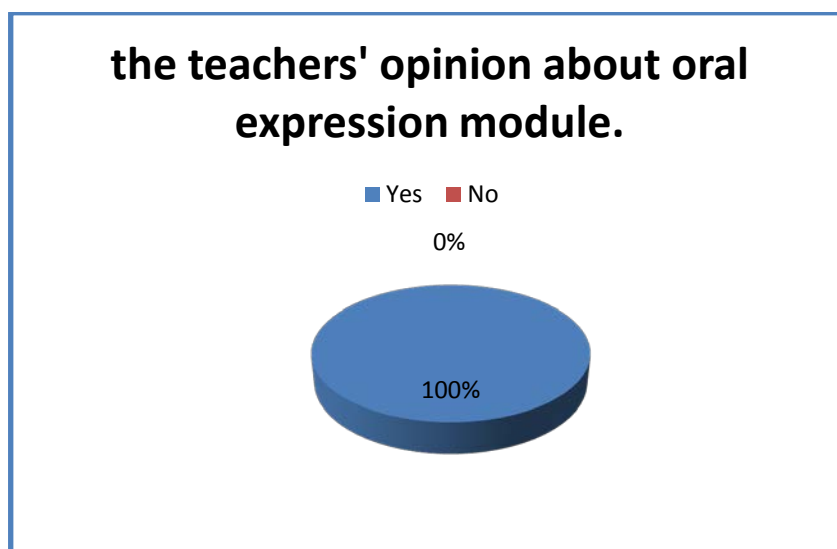


**Figure 3: teachers' opinion about oral expression module**

This table indicates that all of the teachers representing the whole percentage (100%) like to teach oral expression module, which means that they are very motivated when

teaching speaking so they enjoy motivating their students and they try to use the best strategies and methods that may help their students' to strengthen their oral production.

**Q5: Are your students motivated to speak in the classroom**

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes    | 09           | 100%       |
| No     | 0            | 0%         |
| Total  | 09           | 100%       |

**Table 6: The teachers' views about the students' motivation to speak.**
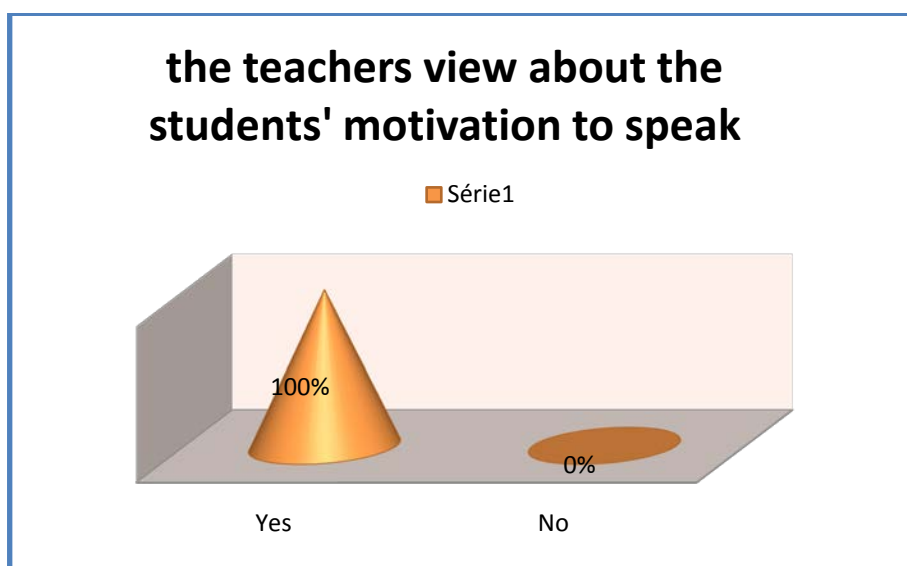


**Figure 4: The teachers' views about the students' motivation to speak.**

As this table indicates concerning the students' motivation, all of the participants' answers are positive, the teacher state that their students are motivated to speak, that means that variety of strategies and methods are used by the teacher in order to raise their students' motivation to speak.

**Q6: Do your students' participate during the oral session?**

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 09 | 100% |
| No | 0 | 0% |
| Total | 09 | 100% |

**Table 7: The teachers' views about the students' participation during the oral session.**



**The teachers' views about the students' participation**

■ Yes   ■ No

0%

100%
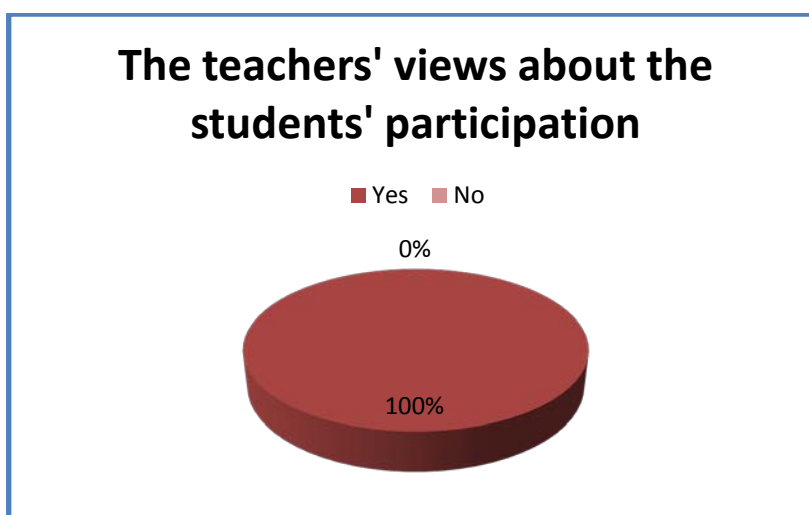
**Figure 5: The teachers' views about the students' participation during the oral session**

Concerning the students' participation during the oral session, all of the teachers representing (100%) state that their students participate, so the students' are motivated by the teachers and they are interested in the topics discussed in the classroom.

**Q7: How often do your students participate in the oral expression session?**

| Option | Participants | Percentage |
|--------|-------------|------------|
| Usually | 06 | 66% |
| Sometimes | 03 | 33% |
| Rarely | 0 | 0% |
| Never | 0 | 0% |
| Total | 09 | 100% |

**Table 8: teachers' opinions about their students' participation of in the oral**

**expression session.**
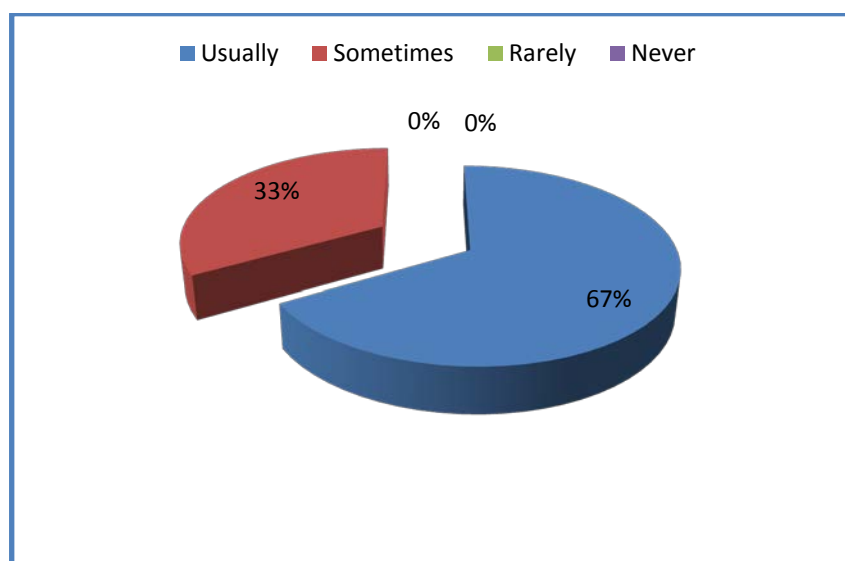


**Figure6: teachers' opinions about their students' participation of in the oral**

**expression session.**

This table indicates that most of teachers (66%) say that their students usually participate in the oral expression module; however, 33% of teacher who state that their students sometimes participate in the speaking class.this denotes that most of English teachers use the suitable activities in order to get their students to speak.

**Q8: what are the difficulties you encounter when teaching oral expression?**

| options | Answers | Percentage |
|---|---|---|
| **Students are unmotivated** | 0 | **0 %** |
| **Lack of attention and participation** | 02 | 10% |
| **Lack of vocabulary** | 07 | 35% |
| **pronunciation** | 05 | 25% |
| **Students are not fluent** | 06 | 30% |
| **total** | 20 | 100% |

**Table 9: The difficulties that teachers encounter when teaching oral expression.**
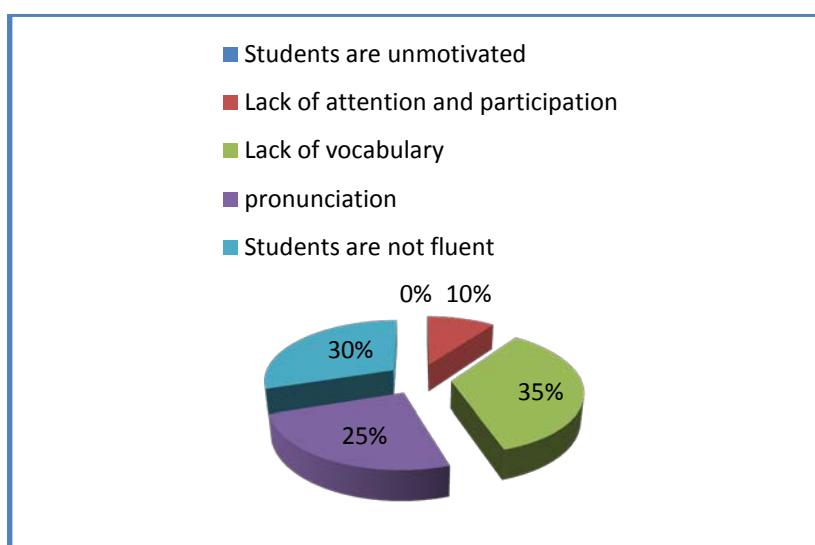


**Figure 7: The difficulties that teachers encounter when teaching oral expression.**

The participants' responses show that 35% of teachers experience the difficulty of the students' lack of vocabulary;the students prefer not to speak because they don't have a sufficient knowledge of English words, which make speaking a difficult task for them. 30% of teachers find problems with students' fluency; some students are not fluent English speakers. 25% of teachers experience the difficulty of their students'pronunciation;some

students do not pronounce English words correctly which inhibits them from speaking. Only 10% of teachers who say that their students do not pay attention to what they are saying and do not engage on the speaking activities. On the other hand, most of teachers state that they face other difficulties such as fear of making mistakes in front of classmates, shyness, anxiety, lack of information about the topic discussed, the overuse of informal language and the negative influence of the mother tongue.

**Q9: what kind of activities do you use to motivate your students to speak?**

| Options | Answers | percentage |
|---|---|---|
| **Role play** | 08 | 32 % |
| **Information gap** | 03 | 12 % |
| **Story telling** | 05 | 20 % |
| **Picture describing** | 01 | 4% |
| **Discussion** | 08 | 32 % |
| **Total** | 25 | 100 % |

**Table 10: The kind of activities used by teachers to motivate students to speak**
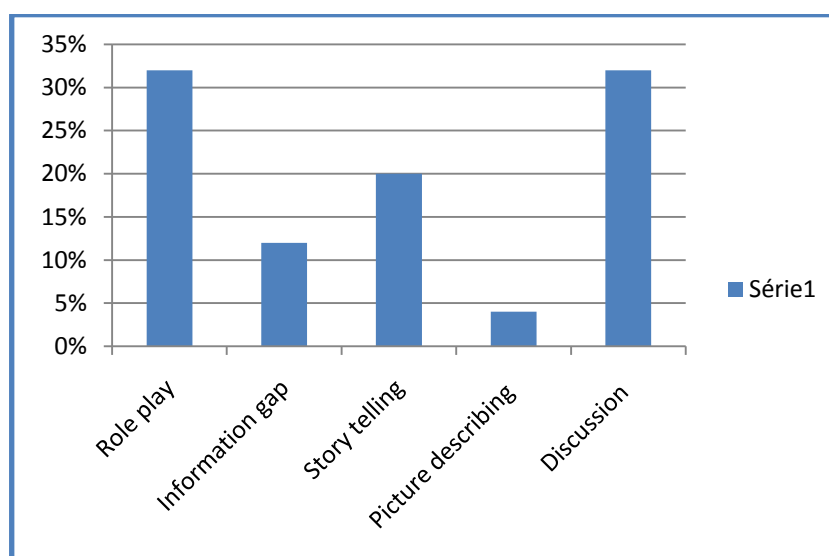


**Figure 8: The kind of activities used by teachers to motivate students to speak**

Many teachers have answered that they use role play and discussion activities to teach speaking; they represent the highest percentage (32%). Other teachers answer that they use story telling.

**Q10: Do you teach speaking using authentic materials?**

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 09 | 100 % |
| No | 0 | 0 % |
| Total | 09 | 100 % |

**Table 11: The teacher opinions about the use of authentic materials to teach speaking.**
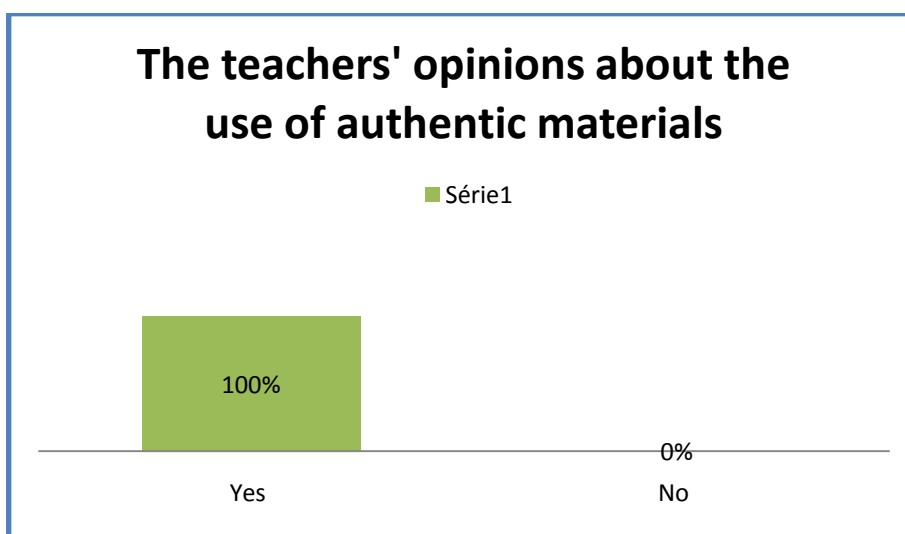


**Figure 9:The teacher opinions about the use of authentic materials to teach speaking.**

As this table indicates concerning the use of authentic materials in the classroom; all of the participants' responses are positive (100%), all of teachers use authentic materials to teach speaking that denotes that that they use the best strategies to motivate their students to speak and they aim to provide an authentic learning for their students.

**Q11: How often do you use authentic materials in the classroom?**

| Options | Participant | Percentage |
|---------|-------------|------------|
| **Frequently** | 04 | 44 % |
| **Sometimes** | 04 | 44 % |
| **Rarely** | 01 | 12 % |
| **Total** | 09 | 100% |

**Table 12: The frequency of the use of authentic materials in the classroom**
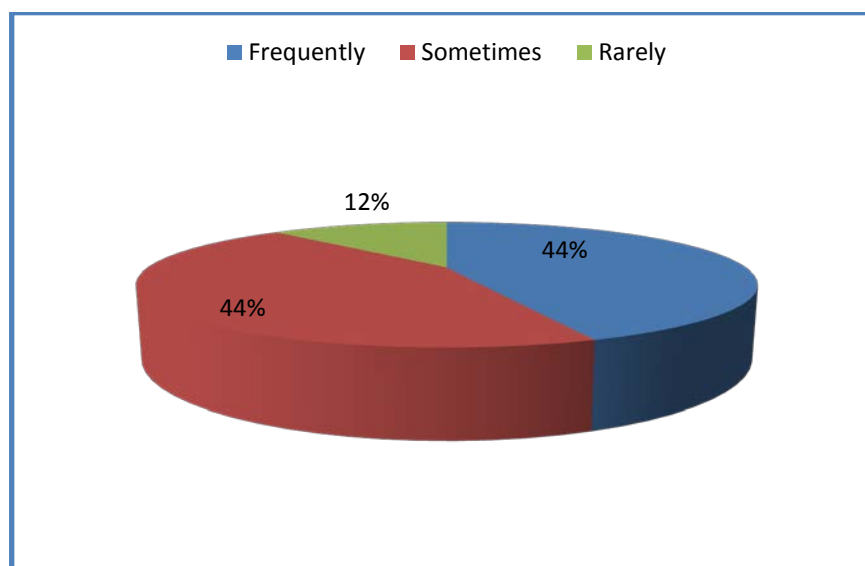


**Figure 10: the frequency of the use of authentic materials in the classroom**

The table below indicates that 4 teachers representing (44%) say that they frequently use authentic materials in the classroom. Other 4 teachers who also represent (44%) state that they sometimes use authentic materials in the classroom. On the other hand only 1 teacher who states that he rarely uses them in the classroom. The responses of the participants denote that they are aware of the importance of using authentic materials in their classrooms.

**Q12: what kind of authentic materials do you use in your classroom?**

| Options | Participants responses | Percentage |
|---------|------------------------|------------|
| **Videos** | 06 | 40 % |
| **Songs** | 04 | 27% |
| **Audio books** | 02 | 13 % |
| **Short stories** | 03 | 20% |
| **newspaper** | 0 | 0 |
| **Total** | 15 | 100% |

**Table 13: The types of authentic materials used in the classroom**
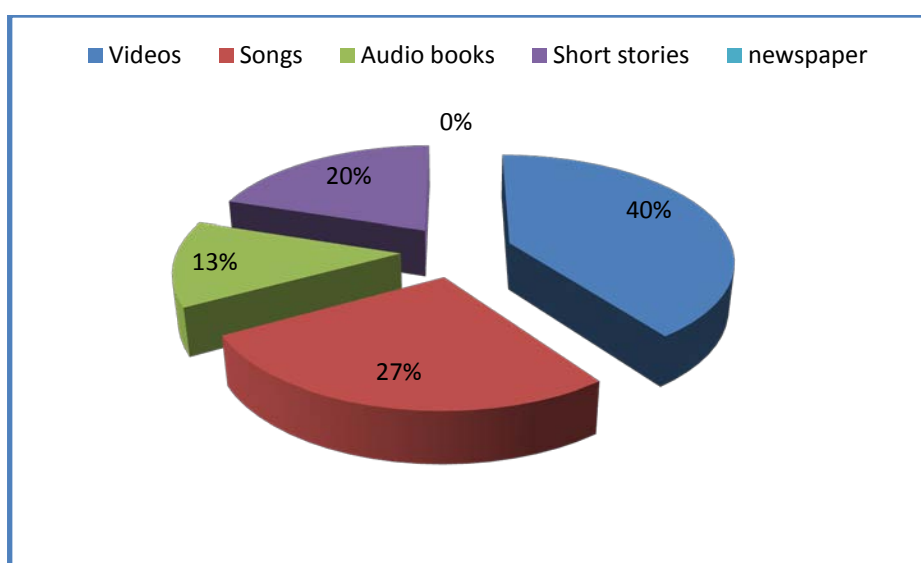


**Figure 11: The types of authentic materials used in the classroom**

Concerning the sources of authentic materials that are frequently used by the teacher, this table indicates that videos are the most used by teachers representing (40%), then (27%) state that they use songs, in addition, 20% say that they use short stories in the classroom, 13% of teacher who teach speaking by using audio books, whereas, no one use

the newspapers. So, videos can represent the most useful tool that most teachers rely on it to teach their students' the speaking skills.

**Q13: Do you think that using authentic materials is useful for students to develop their speaking abilities?**

| Option | Participants | Percentage |
|--------|--------------|------------|
| **Yes** | 09 | 100% |
| **No** | 0 | 0% |
| **Total** | 09 | 100% |

**Table 14: The teachers' opinion about the usefulness of using authentic materials to develop students' speaking abilities.**



The teachers' opinions about the usefulness of authentic materials

■ Yes   ■ No

0%

100%
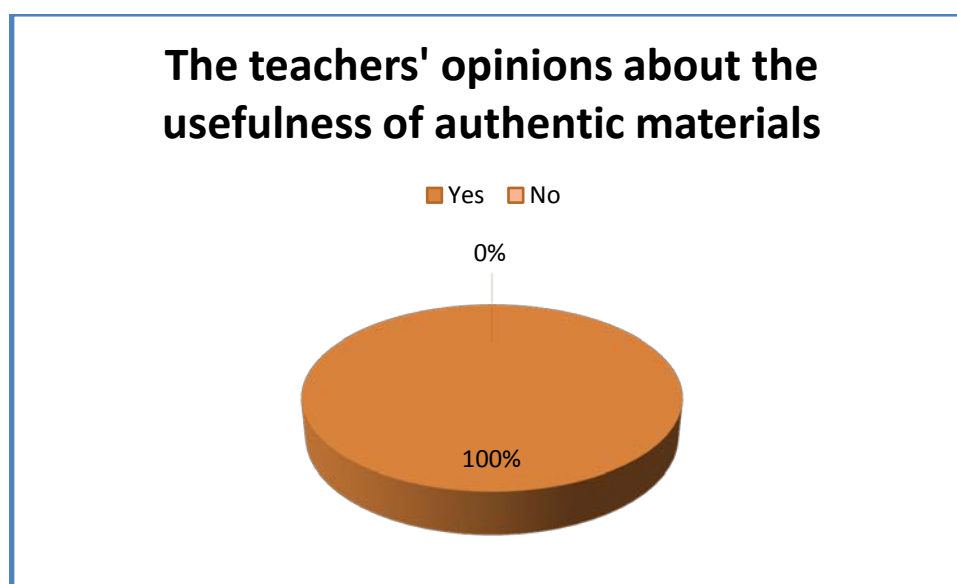
**Figure 12: The teachers' opinion about the usefulness of using authentic materials to develop students' speaking abilities**

The results of this table show that all of the participants assert that authentic materials are useful and helpful for students to improve their speaking capacities and to achieve the communicative competence

**Q14: Do you experience some difficulties when using authentic materials in the classroom?**

| Option | Participants | Percentage |
|--------|--------------|------------|
| Yes | 06 | 67% |
| No | 03 | 33% |
| Total | 09 | 100% |

**Table 15: Teachers' difficulties when using authentic materials in the classroom**
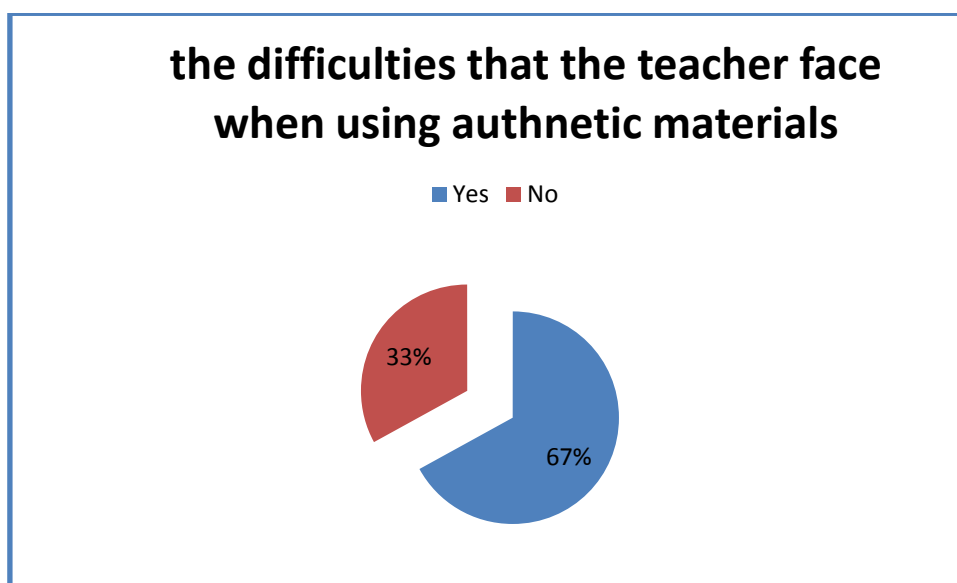


**Figure13: difficulties when using authentic materials in the classroom**

Concerning the difficulties that face the teachers when using authentic materials in the classroom, the results show that (67%) of teachers state that they face some problems when using authentic materials such as rapid speech among native speakers, the difficulty of understanding them because they sometimes contain difficult vocabulary, the hardness of finding appropriate authentic materials to the classroom context besides the difficulty of accepting these materials by the students because of their background culture, these tools need ICT and thus electricity. However, there is sometimes the case when there is no

electricity so the lesson is interrupted. On the other hand, (33%) of teachers say that they do not experience any difficulties when using authentic materials in the classroom.

**Q15: Are authentic materials considered as effective tools for teaching speaking skills?**

| Option | Participants | Percentage |
|--------|--------------|------------|
| agree | 09 | 100% |
| disagree | 0 | 0 |
| Total | 09 | 100% |

**Table 16: The teachers' attitudes towards the effectiveness of authentic materials on teaching speaking skills.**
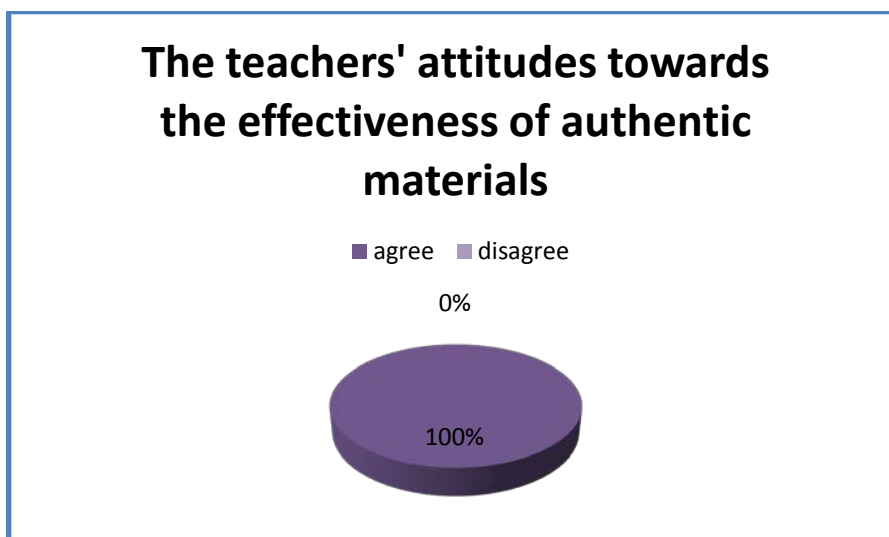


**Figure 14: The teachers' attitudes towards the effectiveness of authentic materials on teaching speaking skills.**

Concerning the effectiveness of using authentic materials on teaching speaking, the results of the table below indicate that all of the participants (100%) have

positiveresponses;they state that authentic materials can be very effective tools for teaching speaking skills thus they have positive attitudes towards the use of authentic materials in enhancing the EFL students speaking skills.

**Q16: As teacher of oral expression, suggest some strategies that may enhance your students' speaking skills.**

Concerning the strategies that may enhance the students' speaking skills, the majority of teachers suggest some strategies summarized in these points:

- Using group work

- Making students practice variety of activities that enhance proficiency.

- Encouraging intensive and extensive reading.

- Advising students to practice out of class through chat or speaking with classmates.

- Encouraging autonomous learning through using the net to see videos, listen to songs and recordings and audio books also to follow the media.

- Giving more importance to the listening skill because it helps in developing speaking skills

- Using the digital devises in the classroom to motivate the students.

## 4. Discussion of questionnaire

The analysis of the teachers' questionnaire identify their opinions and perceptions towards teaching speaking to EFL students, their attitudes towards their students motivation and participation during the speaking tasks, the students' speaking difficulties that they encounter in the classroom and the activities they use to motivate their students to speak, as well as their attitudes towards the use of authentic materials in the classroom, the sources that they use , the difficulties that they experience when using them and their perception towards the effectiveness of using the authentic materials to enhance the

students' speaking skills. Finally, teachers suggest some strategies that can improve the students' speaking skills.

In general information, most of the teachers have master degree that indicates that they have high levels in education. Concerning the teachers' view about the strategies used nowadays to teach English, most of them see that the strategies used are varied and diversified and very helpful in increasing the students' speaking skills. Teachers experience varied from 1 to 14, but the majority of them have been teaching for more than 4 years that denotes that they are more experienced teachers and can teach students effectively. For teaching speaking skills, all of teachers say that they like to teach speaking which make them motivated to teach their students efficiently. Concerning the students' motivation and participation, all of the teachers confirm that their students are motivated to speak and participate in the speaking tasks which indicate the students' awareness of the significance of mastering the speaking skills. The majority of teachers and they suggest some activities that they use to motivate their students. Concerning the use of authentic materials, all of teachers affirm that they use authentic materials to teach speaking and they hold positive attitudes towards its effectiveness in enhancing their students' speaking skills. So, the teachers are aware of the importance of using authentic materials to promote the EFL students speaking skills.

## Conclusion:

As conclusion, the analysis of data gathered from the teachers' questionnaire indicates that the teachers' are aware of the importance of authentic materials, and their effectiveness inhelping the students master the competency needed to speak fluently, so, the teachers hold positive attitudes towards using them in enhancing the EFL students' speaking skills

## General conclusion

Speaking is thought to be the most important skill, Through speaking people can achieve communicative goals that are needed in our daily lives, and for this reason all the EFL students aim to be good speakers of language and to achieve the communicative competence either for getting jobs and occupations, traveling, or other personnel goals. The speaking skill can be better taught when the students' are exposed to a language that is used in authentic situations, hence authentic materials should be used by the teacher to promote the students' speaking skills. This current study aims to identify the teachers' attitudes towards using authentic materials in improving the EFL students speaking skills and to show what the extent the teachers are aware of their importance to enhance their students' level.

This work includes three chapters; the first one is about a general overview of authentic materials, their definitions, their sources, their advantages and disadvantages and some criteria for selecting them. The second chapter is about a general view of speaking skill, its definitions, sub-skills, its purposes, its importance, and the difficulties that are faced by the students besides an explanation of some activities that are designed for teaching speaking. The third chapter is about the analysis of the data collected from the teachers' questionnaire.

In this study we hypothesized that if the teacher holds positive attitudes towards using authentic materials s/he can enhance the students' speaking skills and it is confirmed by the results obtained from the analysis of data gathered from English language teachers' questionnaire.

The analysis of the teachers' questionnaire showed that the English language teachers at Biskra University hold positive attitudes towards using authentic materials and they have a considerable awareness of its effects on improving their students speaking skills.

## Recommendation and pedagogical implication

As recommendation for teachers

 ➢ It would be beneficial if the teachers of oral expression teachers at Biskra University are aware of the importance of the role of authentic materials in promoting their students' skills and its significance in overcoming some difficulties that are faced by the students when they try to speak the foreign language.

 ➢ It would also be useful for students if the oral expression teachers provide an authentic learning atmosphere in which the students have an authentic knowledge of the language and that can create an enjoyable environment in the classroom.

 ➢ The teachers should supply authentic materials in the classroom in order to make their students exposed to a language that is occurred in its real context which can help them to be accurate and fluent speakers of the language and that can help them to have cultural background of the target language.

 ➢ The teachers should carefully select the suitable authentic materials in order to better meet their students' needs, interests and levels.

 ➢ The teachers should encourage their students to learn speaking by using authentic materials outside the classroom such as (watching films and TV programs, listening to songs, listening to Radio …etc) in order to enhance their speaking abilities.

 ➢ The teachers should use varied authentic sources such as videos, songs, radio, maps, newspapers…etc in order to motivate the students to learn speaking.

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<center>**The teachers' questionnaire**</center>

Dear teachers,

**The following questionnaire is a part of my work about Teachers' Attitudes Towards The Use of Authentic Materials in Enhancing EFL Students' Speaking Skills. The objective of this questionnaire is to find out the teachers' perspectives about the use of authentic materials to enhance the EFL students' speaking skills.Thank you very much for devoting your time to share your experience and knowledge .your input is very important and much appreciated.**

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

**Part one:**General information

1. How long have you been teaching English at university?

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2. What is your view about the strategies used to teach English nowadays?

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3. What is your qualification?

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**Part two:** teachers' attitudes towards using authentic materials to enhance speaking

4. Do you like to teach oral expression module?

    a)  Yes   ☐

    b)  No   ☐

5. Are your students motivated to speak in the classroom?

    a)  Yes   ☐

    b)  No   ☐

6. Do your students participate during the oral expression session?

    a)  Yes   ☐

    b)  No   ☐

7. How often do your students participate in the oral expression session?

    a)  Usually   ☐

    b)  Sometimes   ☐

    c)  Rarely   ☐

    d)  Never   ☐

8. What are the difficulties you encounter when teaching oral expression?

    a)    Students are unmotivated   ☐

    b)    lack of attention and participation   ☐

    c)    Lack of vocabulary   ☐

    d)    Pronunciation   ☐

    e)    Students are not fluent   ☐

If there are other difficulties, mention them.

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9.  What kind of activities do you use to motivate your students to speak?

a)      Role play ☐

b)      Information gap ☐

c)      Storytelling ☐

d)      Picture describing ☐

e)      discussion ☐

If you use other activities, mention them.

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10. Do you teach speaking using authentic materials?

a)  Yes ☐

b)  No ☐

11. If yes how often do you use authentic materials in the classroom?

a)  Frequently ☐
b)  Sometimes ☐
c)  Rarely ☐

12. What kind of authentic materials do you use in your classroom?

a) Videos ☐

b) Songs ☐

c) Audio books ☐

d) Short stories ☐

e) Newspapers ☐

13. Do you think that using authentic materials is useful for students to develop their speaking abilities?

a) Yes ☐

b) No ☐

Justify your answer

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14. Do you experience some difficulties when using authentic materials in the classroom?

a) Yes ☐

b) No ☐

Justify your answer:

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15. Do you find that authentic materials are effective tools for teaching speaking skills?

    a) Yes         ☐

    b) No          ☐


16. As teacher of oral expression, suggest some strategies that may enhance your students'

    speaking skills.

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**Thank you for your cooperation**

# ملخص

تلقى تدريس مهارة الكلام باستخدام مواد أصلية الاهتمام في الآونة الأخيرة بسبب فعاليته على تطوير الإنتاج الشفوي لطلاب الانجليزية كلغة أجنبية. يهدف العديد من الأساتذة إلى حل الصعوبات التي يواجهها طلابهم في تعلمهم اللغة الأجنبية من خلال تعريضهم للغة التي يتم إنتاجها في سياقها الحقيقي. تهدف هذه الدراسة إلى التعرف على وجهات النظر المختلفة لأساتذة اللغة الإنجليزية في جامعة بسكرة حول استخدام المواد الأصلية كأدوات فعالة يمكن أن تساعد في تحسين قدرات الطلاب في اللغة الإنجليزية كلغة أجنبية. الفرضية الموضوعة لهذه الدراسة هي أنه إذا كان الأساتذة يحملون آراء إيجابية تجاه استخدام المواد الأصلية، فسيتم تعزيز مهارات الطلاب في اللغة الإنجليزية كلغة أجنبية. المنهجية المستخدمة لجمع وتفسير البيانات هي الطريقة النوعية. في هذا البحث، يتم استخدام استبيان واحد لأساتذة التعبير الشفهي وأساتذة اللغة الإنجليزية بشكل عام من أجل معرفة آرائهم حول تأثير المواد الأصلية على تعزيز مهارات الكلام. وأظهرت نتائج التحليل أن أساتذة اللغة الإنجليزية في جامعة بسكرة لديهم آراء إيجابية تجاه استخدام المواد الأصلية لتعزيز مهاراتهم في تعلم اللغة ويعتبرونها أدوات ممتازة لتدريس مهارات الكلام.