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The Effect of Using Authentic Materials on EFL Students' Speaking Skill.

The Case of: First Year LMD Students at the University of 08 Mai 1945, Guelma.

**A dissertation submitted to the Department of Letters and English Language in partial
Fulfilment of the Requirements for the Masters' Degree in Anglophone Language,
Literature and Civilization.**

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I dedicate this work to the memory of my dearest and only sister.

Many thanks to my sympathetic father for his unconditional support with my studies, prayers, and for being there for me every time I called for help. To the ones who gave me life and sacrificed for my happiness, to the person who filled me up with love and hope: To my father who motivated and encouraged me all the way long, the one who raised and pushed me to do my best. I am honored to have you as my father. Thank you for giving me the chance to prove and improve myself through all my walks of life.

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The present study attempts to investigate the effect of the utilization of authentic materials on the students' speaking skills. It is hypothesized in this research that the use of authentic materials in the EFL classrooms would enhance the students' speaking skills. To test the aforementioned hypothesis, the researchers have adopted the descriptive method to depict the utility of using authentic materials for ameliorating students' oral production. Similarly, to examine the research hypothesis two questionnaires were administrated, one for the teachers of Oral Expression, and the second one for the participants. In addition to the questionnaires, a test was designed for the students to obtain information about the effect of using authentic materials on developing the students' speaking skills. The analysis of the questionnaires and the test revealed that both students and teachers regard authentic materials as important pedagogical tools in enhancing the speaking production. The results proved that the use of authentic materials is effective in developing students' speaking abilities. Thus, the research hypothesis was successfully confirmed. Consequently, we strongly recommend authentic materials to be implemented in EFL classrooms in order to ameliorate the learners' speaking skills.

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General Introduction

Authentic materials, recently, are used progressively and more rapidly in language teaching field of study in terms of oral performance. Harmer (2001, p. 10) points out that “authentic materials are real texts used by native speakers, and have been designed for the foreign speaker of the language.” Authentic materials boost students and enhance their acquisition of L2 because they are intrinsically more attractive and stimulating than artificial or non-authentic materials (materials produced specifically for language students such as exercises found in coursebooks and supplementary materials).

The integration of AMs in EFL classrooms helps students to improve the different language skills by providing authentic activities that prepares them for real-life situations. AMs extend students’ ability to orally perform accurate and connected utterances that are suitable to specific contexts. One of the main concerns of most language teachers is how to help FL students to develop their language proficiency. Therefore, speaking skill has received the greatest attention among both the FL teachers as well as the FL learners.

Most of FL students consider speaking ability as the standard of knowing a language, since it is perceived as an important component in the process of the language acquisition in comparison to the other linguistic skills. According to EFL students, speaking is the most essential skill to be learnt, they evaluate their progress in terms of their achievements in real-life spoken communication.

The exposure to AMs proved to have a positive effect on both the teaching of language and students’ accomplishment for better performance in the TL. Authentic materials affect second language students’ learning achievements, specially their speaking production. The use of authentic materials such as TV channels, audio-books, songs, internet, articles ...etc. will improve learners’ ability in the FL because they will engage them in real life

situation. Gilman and Moody (1984) claim that teachers who possess background knowledge about the use of AMs would train successfully their learners in speaking.

1. Literature Review

Le Dictionnaire de Didactique des Langues (1976, p. 156) indicates that “the term « authentic » does not necessarily mean natural or spontaneous”. It, additionally, indicates that authentic materials are those “originally produced for a real communicative, informative or linguistic function, as opposed to the documents designed especially for classroom. “

Tomlinson (2001) provides a vague definition for the term ‘authentic’ as being anything that is not written for the sake of teaching English. Whereas, Khaniya (2006) narrows the definition by stating that teachers think of AMs, usually they think of informal communication the way it happens among native speakers, rather than a formal communication in the form of textbooks and articles. For example, a recipe, newspaper article, or joke would be perceived as authentic for the classroom over a traditional work of literature or a peer reviewed journal article. Ur (1996, p. 150) defines authentic material as “any material that is produced by a native speaker”.

Brown and Yule (1999, p. 16) define speaking as “a way to express, communicate, or show opinions, feelings, ideas by talking and it transfers the information of what the speaker wants”. However, Jones (1996, p. 12) claims that “in speaking we tend to be getting something done, exploring ideas, working out some aspect of the world, or simply being together”. Meanwhile, Littlewood (2002, p. 16) argues that “speaking is communicating effectively to a partner and producing certain language forms in an acceptable way. So, we can say that speaking is the ability of someone to communicate to the others.

Richards (2008) states that the main objective of learning a FL or 2L is to possess the capacity to communicate using the TL. FL teachers should make their students aware about the fact that the language they are learning is a means of communication. Students do not

really recognize that FL or 2L is even oral and exists outside the classroom. In speaking, the students have to be taught how to speak fluently. The communication takes place if the speakers can express themselves appropriately, fluently, and accurately. Hence, learning FL is learning how to speak it.

According to many researchers, AMs have a positive impact on the students' speaking skill because they bring the real world into the classroom, contextualize language naturally, motivate the students, and familiarize them with authentic language in a controlled setting. Moreover, Arthur (1999) argues that authentic materials can provide students with realistic models to follow for authentic activities. Therefore, it can raise awareness of how FL is actually used by teaching correctness and suitability.

2. Statement of the Problem

The integration of authentic materials in foreign language classrooms is very important element in the teaching/learning process . The more students are exposed to authentic materials the more their communicative competences will be developed and the more independent they become. Students may improve their writing, reading, speaking and listening skills in different manners, especially speaking which is considered as one of the major skills to be ameliorated. Thus, EFL teachers need to take into account authentic materials as one of the main teaching aspects to improve their learners' speaking skill. The problem we are facing in this study is the relationship between the use of AMs in the EFL classrooms and the improvement of students' speaking skill. Therefore, the research main concern is to discover the effectiveness of authentic materials on the development of FL students' speaking skill.

3. Aim of the Study

This research aims at stressing on the importance of authentic materials as efficient communicative tools for better oral achievements of EFL students. It investigates the use of

authentic materials in EFL classrooms that may enhance the students' speaking skill. Therefore, we will try to discover the effect of using authentic materials on EFL students' speaking skill.

4. Research Questions

In this research paper, we are seeking to answer the following questions:

- 1/ Do authentic materials affect the students' speaking skill?
- 2/ To what extent can the use of authentic materials improve students' speaking skill in the classroom?
- 3/ What are the most suitable authentic materials that can be used to enhance the FL students' speaking skill?

5. Research Hypothesis

From the above-mentioned questions, our research is supposed to test the following hypothesis: If teachers integrate authentic materials within EFL classrooms, the students' speaking skill would be developed.

6. Research Methodology

The debatable and controversial nature of the topic being discussed, lead us to make use of different data collection procedures. In this respect, we will address two formal questionnaires. While one will be handed out to first year LMD students at 8 Mai 1945 University of GUELMA, the other one will be designed for oral expression teachers. Both questionnaires will be carried out to show whether or not the use of authentic materials can improve students' speaking skills. In addition to that, a test will be conducted to assess the effect of authentic materials on first year LMD students' speaking skill.

Since the issue being tackled in this study is the implementation of authentic materials within EFL classrooms, therefore, we opt for a mixed method. In this study, both qualitative and quantitative methods are used. First, the questionnaire will be given to teachers of the department of English as well as to first year LMD students. The first questionnaire will be designed for oral expression teachers to consider their viewpoints about the students' speaking level, and whether or not it is applicable to implement AMs to improve their learners' speaking skill. The second questionnaire will be addressed to first year LMD students to discover their current level of speaking skill, and to investigate their attitudes toward the integration of authentic materials inside their classrooms. Accordingly, we will design different types of questions including: open-ended, closed-ended and rating-scale questions. The reason behind the variation of our questions is to avoid the disadvantage and the limitations that can be found with each type.

The test will be conducted in order to know the students' speaking level after being exposed to different sorts of authentic materials including: audio/ audiovisual materials such as videos, music songs, poems...etc., and then to notice the change in their oral production, especially their communicative abilities. Then, the test will be held to discover whether there will be a real change in their speaking level or not. This approach will not rely on the description of variables but it will investigate the effects of authentic materials on speaking skill in order to compare the students' results before and after being exposed to AMs.

7. Population and Sampling

The population we are concerned with in this research includes first year LMD students of English as well as teachers of oral expression at Guelma University. However, a number of factors may prevent us from gaining information from the whole population. These

factors include time constraints, financial means, accessibility and energy. Therefore, we need to select a sample that can be easily questioned and tested.

From one hand, the questionnaire will be distributed to one group out of ten first year LMD students' as well as to nine out of 13 oral expression teachers at Guelma University (Department of English). Therefore, the sampling strategy that will be used is random one. On the other hand, the sample of our test will be 30 LMD first year students of English.

8. Structure of the Study

Besides the general introduction and the general conclusion, this research will be divided into two parts i.e. the theoretical part and the practical one. The theoretical part will contain two chapters; the first chapter will tackle the issue of authentic materials in EFL classrooms: its various definitions, types, the main advantages and drawbacks of authentic materials, and how teachers implement them in the EFL classrooms. The second chapter will be a detailed literature review about the speaking skill.

The second part is the practical chapter of our thesis includes a detailed description of the data gathered from the questionnaires, in addition to an accurate analysis of the results being accumulated. It will contain tables, graphs and statistics for a more clarification and credibility. It will entails an in depth analysis of the test besides to a comparison between the students' speaking level before and after being exposed to the different sorts of AMs. Finally, it will be ended up with a list of suggestions and pedagogical implications for teachers.

Chapter One: Authentic Materials

In an attempt to shed light on the importance of using authentic materials in the EFL classrooms; the researchers in this chapter have introduced a brief definition of authenticity as a concept in addition to its types. Then, we have provided a detailed description of what authentic materials refer to, with an emphasis on its advantages and disadvantages, categories and sources. To understand this notion, we have presented the purpose behind using authentic materials in the EFL classes. In addition, the researchers have discussed the challenges that teachers may encounter while using them in the presentation of their courses. Finally, some solutions are provided to overcome these difficulties and to use authentic materials appropriately.

Introduction

Teaching FL becomes the main focus for many countries. The main purpose behind learning foreign languages is to use them in real life situations. Therefore, instructors started to search for the most effective teaching materials, the language teachers think about the course book tasks and their effectiveness. These tasks were designed only for the teaching purposes. However, with the spread of the Communicative Language Teaching Approach (CLT), the syllabus designers decided to take into account the learners' needs and provide them with the chance to be able to communicate the learned language in real situations outside the school walls.

EFL classrooms' atmosphere has changed a lot in parallel with technological developments in terms of materials, strategies and methods being used. As classical methods of teaching left the way to other modern and new ones, Kilickaya (2004) claims that in order to improve students' learning process, the English language presented in the FL classrooms have to be authentic. Thus, authentic materials (AMs) found their significant role into educational settings. These AMs may be considered as basics to acquire and produce the language, and consequently to achieve effective English teaching and learning as a foreign

language. Using authentic materials in EFL courses and programs can be one of the good strategies to overcome students' weaknesses in language learning.

Both experts Martinez (2002) and Kaprova (1999) suggest some guidelines about how to choose the appropriate materials to support students' learning of the foreign language and help them to use it in the real world. Other experts point out the importance of using authentic materials inside EFL classes because they can encourage students to perform freely, bring the reality to the classroom and significantly revive the class, provide students with new knowledge, and expose them to the real target language, etc... Simply put, authentic materials can give students more encouragement and enthusiasm in learning the FL.

1. 1. Authenticity as a concept

Hedge (2000) claims that the term "authenticity" appeared when it is associated with communicative approach in language teaching in the 1970-s. "Authenticity" as a notion has many definitions generated from different scholars; Kilickaya (2004), for instance, states that many researchers discussed the concept of authenticity. Accordingly, Rost (2002) argues that defining authenticity is not an easy task because it is one of the terms which researchers doubtfully discussed.

According to Tatsuki (2006), the idea of authenticity is taken from the concepts of realness and validity of materials. This means that authenticity is any reliable source used in EFL classrooms through which students can be exposed to original tasks. Additionally, MacDonald et al. (2006) state that if there is a connection between the texts used in the classrooms and those texts used in the real world, this latter can be considered as authentic.

Authenticity can, also, refer to some different language related issues, as Gilmore (2007, p. 97) suggests: "Authenticity relates to the language produced by native speakers for native speakers in a particular language community or the language produced by a real speaker or writer for a real listener, conveying a real message." Furthermore, Mishan (2004)

states that *authenticity is something attained in the process of analysis or clarification, and may be judged in terms of the level of participation of the student.*

1.2. Types of Authenticity

Because of the daily routines in the classrooms Breen Michael (1985) proposes to teachers four types of authenticity. According to him, these types are interrelated during any language lesson. The types include:

1. Authenticity of the texts which we may use as input data for our learners.
2. Authenticity of the learners' own interpretations of such texts.
3. Authenticity of tasks conducive to language learning.
4. Authenticity of the actual social situation of the language classroom.

Breen discussed all the types with more emphasis on the second as follows:

1.2.1 Authenticity of Texts: is about the qualities of a given text being authentic under the context of language learning, that is to say any source of data/ information used to serve the needs of the students and help them to develop an authentic understanding and interpretation.

1.2.2 Authenticity of Learners: this kind of authenticity is derived from the interaction between the receiver and the text. Breen (1985) argues that the students' prior knowledge and interest determine the way they understand the text. Therefore, they will be able to identify whether or not the text is authentic.

Davies (1984), quoted by Gallian (1998, p. 160), states that: "it is not that a text is understood because it is authentic but that it is authentic because it is understood... Everything the learner understands is authentic for him. It is the teacher who simplifies, the learner authenticates." In short, students' authenticity refers to the students' ability to interpret texts' meaning like natives do in the real world.

1.2.3 Authenticity of the Tasks: Breen Michael (1985) mentions that authentic task provides students with the opportunity to communicate their ideas, discuss the problems of the learning language and provide the solutions.

The most effective way to stimulate authenticity in the classroom is to implement activities which are conducive to both learning and communication. That is to say, to make a discussion about the problems that students may encounter when learning a foreign language and to provide solutions for that. In other words, authenticity of tasks conducive to language learning refers to the tasks which help learners not only to communicate like native speakers but also to be involved in language learning purposes.

1.2.4 Authenticity of the classroom: communicating is the first purpose for learning, and the classroom is the special social environment in which communication can be shared. Therefore, the authentic role of the language classroom is to enable students to share publicly the problems, achievements and all processes related to learning a language as social activity.

This is what Breen (1985. p, 67) suggests:

perhaps the most socially appropriate and authentic role of the classroom is to provide the opportunity for public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems.

1.3. Definition of Authentic Materials

Authentic materials are anything used to represent the foreign language being learned as it is used in the real world. Authentic materials are not created specifically to be implemented in the classroom, but they make excellent learning tools for students precisely because they are authentic.

Authentic materials are materials that we can use in the classroom and that have not been changed in any way for ESL students (Sanderson, 1999). So, authentic materials are

created for social as well as educational purposes. In the same line of thought Hitler (2005, p. 04) states that, “Authentic materials are any text written by native English speakers for native English speakers.”

In sum, authentic materials are designed for the purposes of communicating information and produced by native speakers for native speakers. In this case, authentic materials are created on the basis of native cultures which include languages, ways of life, lifestyles, customs, education, technology... etc.

Thus, when teaching a foreign language, it is important to choose authentic materials and to use them in modern ways. That is to say, using examples of language produced by natives for some real purposes of their own instead of using language designed only for learning based tasks. Also, the purpose or function of AMs often determine how teachers use them.

1. 4. Advantages of Authentic Materials

The use of AMs in foreign classes has both advantages and disadvantages. As many scholars explained, authentic materials could be applied to multiple tasks, and can be used for producing many skills. They are flexible, easily adapted in EFL/ ESL classes, effectively coped with learning objectives, they are not bound by textbook format limitations, and if they are exploited appropriately, students will be provided with several important benefits.

Moreover, going through some empirical studies conducted in relation to the effectiveness of authentic materials; Sanderson’ (1999) results indicate that authentic materials keep students incorporated in the world; they have a great impact on students’ learning process.

AMs, thus, offer a variety of applicable and ready-to-use materials in EFL classrooms (Hwang, 2005 & Chase, 2002). Harmer (1990) claims that authentic materials have positive

impact on students. Correspondingly, they improve students' production of the language, help them for faster acquisition, and increase their self-confidence to deal with real life situations.

Flowerdew and Peacock (2001, p. 182) claim that "non-authentic texts cannot represent real-world language use, they are considered as simplified materials which often lose some meaning and the real-world situations that can be best prepared by authentic texts."

The varied authentic materials that can be used in EFL classrooms like English newspapers, computer software, broadcast media, movies, songs... etc, provide real practices of native cultures and habits in using English language. However, EFL teachers have to choose the materials that are directly related to English skills such as speaking, listening, reading and writing, based on the teaching and learning goals. Martinez (2002, p. 165) proposes another advantage, stating that:

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).

The most important aspect of choosing those materials is to increase EFL learners' abilities to use real English. Authentic materials make students aware of what is happening in the world, accumulate their knowledge, and motivate them to read for pleasure. Also, authentic materials may be inspirational for some students. Therefore, students have a very rich educational significance that is laid on the responsibility of teachers to provide the general educational development.

1.5. Disadvantages of Authentic Materials

By defining authentic materials from the opposite point of view, disadvantages as well should be highlighted. AMs, may be, are difficult to be understood because of the cultural gap between the source and the target language. Such materials will often have to be modified and edited, in order to have a relation between the student and the material learned.

Guariento and Morley (2001, p. 347) assert that “At lower levels... the use of authentic texts may not only prevent learners from responding in meaningful ways, but can also lead them to feel frustrated, confused and... de-motivated”. In other words, students may face a difficulty in using such materials in terms of vocabulary; it may not be relevant to what students need exactly, or it may be difficult especially for beginners because of the mixed structures.

It is also argued that using authentic videos or songs may confuse students in listening comprehension because of the various accents and dialects of the natives. In addition, lessons introduced in EFL classrooms, as Martinez (2002) claims, are considered culturally subjective and difficult to be understood by the EFL students.

In conclusion, we can claim that the advantages of using authentic materials in teaching students exceed the disadvantages. Therefore, teachers should consider them seriously as a successful aid in teaching a foreign language; introduce the target culture into their classrooms, making their classes a more natural environment, and to be wise by considering those negative points before choosing the type of text to be used.

1.6. Categories of Authentic Materials

Some teachers do not have a view about the different categories and classifications of AMs. For that reason, before introducing them in language teaching, they have to be careful and choose appropriately the most effective materials that are useful for the receptive skills (reading/ listening) while others are more efficient and effective for writing and speaking (the productive skills). This will help instructors to use such materials appropriately and achieve objectives of the lesson effectively. Authentic materials, according to many scholars, could be classified into three categories as follows:

- . Authentic audio-visual materials.
- . Authentic visual materials.

- . Authentic audio materials.

1.6.1. Authentic Audio-Visual Materials

It responds from its name to all those materials which help or enable the students to see and hear the English language of native speakers in real context. Such as, cartoons, animations, video clips, movies, short stories, novels and songs...etc.

As an activity, for instance, students could be asked to watch only the beginning of a video clip, and then they will be asked to expect what is coming next. Also, teachers could present to the half of the class a video clip, whereas the other half could not see the screen; and both groups can perceive the sound. Then, the two groups come together after the split viewing, and create a story about what happened.

1.6.2. Authentic Visual Materials

According to Jacobson, Degener, and Gates (2003, p. 01): “printed materials used in ways that they would be used in the lives of learners outside of their adult education classes.” This kind of category includes all authentic visual aids students may benefit from in developing their foreign language skills. It refers to materials such as, photographs, newspapers, pictures, paintings, street signs, post cards...etc. They help instructors in the teaching process as they provide students with opportunities to communicate their ideas, use language appropriately, and express their feelings in vivid and interesting situations as natives.

1.6.3. Authentic Audio Materials

It means that any form of materials such as radio advertisements, conversations, interviews, songs...etc that can be used by students in everyday life to improve their skills especially the listening and speaking skill.

1.7. Sources of Authentic Materials in EFL Courses

Teachers of the foreign language can get many benefits through using different materials. In regard to the globalized world, sources of materials became more common in use. Such sources include for instance: newspapers, TV programs, advertisements for events, course catalogues from schools, menus, magazines, the internet, movies, songs, brochures, documentary and music videos, comics, literature (novels, poems and short stories)...etc. For more details, some examples are discussed as follows.

6.1. Literature

Since the 1980s, EFL teachers give more importance to literature as an area of study. According to Mishan (2004, p. 97) Literature is “writings that are valued for their beauty of form, specially novels and poetry and plays etc.” Using literature in the context of language learning will offer new methods and approaches to the study of literature in the native speakers’ community.

By illustrating some advantages of literature as a source of authenticity in EFL courses, literature can be used with all students’ levels to link cultures and to enhance students’ knowledge of the target language and its culture. In using any kind of literature text, the focus should be put on teaching language not literature.

In order to increase students’ awareness about the language norms, teachers can help them to examine and study morals in literary texts and to revise the substandard examples of language occurred in literary texts (Widdowson, 1998 quoted by Lazar, 1993).

1.7.2. Computer Software and CD-ROM

Under the category of audiovisual materials, computer software and CD-ROMs are considered among the most useful technology. They offer various functions; according to Martinez, 2002, Manning, 1988 and Blak, 1997 (cited in Su, 2007, p. 39) “many computer

software and CD-ROM programs encompass reading with the use of multimedia concerning sounds, different accents, outstanding image, and computer literacy.”

In the EFL classes, computer software can be used for a series of activities, primarily, by providing students a real discourse in an authentic way. According to Oxford Advanced Learners' Dictionary, computer is “an electronic machine that can store, organize and find information.” Moreover, Lee and Winzenried (2009, p. 74) describe computer as “discrete teaching tools [...] had minuscule impact on the nature of teaching and the development of traditional academic skills.”

Software, in general, is used to enable students to interact not only with the computer but with other students as well. CD-ROM, also, contains many games and programs that have excellent visuals and sounds which involve a wide range of speakers from different accents of different ages, and this make the education more attractive.

1.7.3. The Internet

Today with the spread of technology in different fields of study, students and more specifically teachers became highly interested in using the World Wide Web for the teaching task. Endless lists of materials such as texts, magazines, live radio and TV programs, video clips and so forth are at the teachers' disposal that can be of great benefit to their students.

The Internet is probably the biggest library in the world. It can be seen as an authentic powerful audio and visual material through which instructors can give vitality and keep students engaged in the communicative listening lessons (Su, 2007). However, teachers and students are still limited in their use of the internet because it is not available in their classrooms. Also, Chaun and Whei (2002) as cited in Miller (2003) claim that although the ESL/EFL websites can increase students attention, genuine language use, and the general understanding of the foreign language; it has some inaccurate information that can cause some

annoyance when ones wants to use it. Another factor taken into account is the cost of the internet and its use.

Therefore, teachers have to be aware about the use of such materials. For example: ask students about preferable tasks in which meaning is central and has some connection to the real world, other information searching activities are probably the most useful. Also, to implement and use some interactive AMs through which students can be in touch with natives and converse with them.

Harmer (2001) suggests that with entrance to internet instructors as well as educators begin to have a true contact with authentic English. Teachers and students can access some reading, as well as audio and video materials that are available on sites where music, news, and film can be listened to. To download any internet material, it is important to take into account the copyright restrictions. This means that students' communicative capacity could be improved through the access to network-based communication.

1.7.4. Radio

It is important to use some authentic listening materials in EFL classrooms such as radio. It could be considered as a good source of authentic listening material that most teachers can obtain at a low cost and take it into the classroom. Scrivener (2005) advocates that there are some teachers who regularly record the radio headlines for classroom use. This authentic listening practice helps to prevail over some restrictions faced due to the lack of materials.

Mishan (2005, p. 138) claims that “using radio is one of the more easily accessible forms of authentic listening practice we can provide the learner with. Moreover, its use makes them more familiar with foreign language culture.” Radio is considered as one of the most helpful types of authentic listening materials that teachers can implement in their EFL classes.

Radio, also, provides attractiveness to the FL lessons, prepares learners for real communication in addition to the language improvement outside the classroom, and expose students into the factual world of English (Sakian, 1997).

In conclusion, the broadcasts media have more interest in acquiring foreign language, as they provide outside world into the classroom. Thus, the instructors, by using the radio, should first engage in strict planning in order to keep students interested in the classroom.

1.7.5. Video

Baltova cited in Mainenti (1997) argue that language joined with visual aids facilitates the students' task of understanding the aural productions. It is, also, suggested that videos with its availability and the increasing accessibility provide an inventive educational purpose because of its low cost (Tomail, 2006).

Considerably, video enhances learners' ability in listening. It is more attractive, exigent, inspiring, and became favored by students because it provides more language input and helps them to determine what speakers are expressing easily. According to Ur (1984, p. 23) "instructors could rely on sound effects, picture, and emotions to stir up comprehensible language input for students."

Concerning the way of using videos in the classrooms, teachers could show them in segments with pauses and give time to discuss the content. Brophy (2004) (cited in Tomail, 2006) indicates some elements that must be incorporated in the course to make it effective; this includes: guiding the students on how to examine video, supplying them with short sections or parts from a long recording video. Tomail adds that in order to facilitate the use of videos according to the students' level, the participants have the right to watch them more than one time before the discussion starts.

1.8. The Purpose of Using Authentic Materials

The language of the text-books cannot be valid only in a classroom environment. The requirement of real life English is different from language classrooms and this difference has not yet been closed by the use of text-books. This idea is supported by Little and Singleton (1988) assuming that the primary objective for the use of authenticity in second language learning is to provide input materials from literary culture. And students find such materials more interesting and attractive than course books prepared by the teachers.

Students and instructors can use AMs as a method to “*link the formal, and to some extent artificial, environment of the classroom with the real world in which we hope our students will eventually be using the language they are learning*” (House, 2008, p. 53-70). That is to say, AMs should be taken from the real world and not created only for educational purposes; this would ultimately facilitate the language teaching/ learning task.

The importance and benefits of using authentic materials are, also, pointed out by some other researchers. Authentic materials are required in the EFL classroom because of the broad gap that is often found between materials developed specifically for English language teaching and authentic conversation.

Through the use of authentic materials, students will have the chance to be more experienced and get more rewards of learning a language. Melvin and Stout (1987) suggest a way to make students more enthusiastic in their learning; for instance to send them to countries in which the target language is dominating. Thus, their interest would be raised towards the themes under study when authentic materials are presented in the classroom for the study of the foreign culture. This step helps students to interact positively and easily when using authentic materials. Consequently, their understanding would be increased. Students commented usefulness in practicing skills they would need outside the classroom and to be learning about cultures beyond their own.

Furthermore, Spelleri (2002) claims that when selecting AMs two main criteria should

be taken into account. The first criterion is that materials necessitate providing students with new data. The second is how those materials are adaptable; so, they should not contain complicated words; and they need to have either some pictures or clear separation of text. Moreover, McGregor (2007) believes that the type of the text can make sense only if it exists in a cultural context because the real assumption behind learning a language is culture. Hence, the activities and materials used in the EFL classes need to be planned by the teacher according to students' needs and their cultural variety.

1.9. Teacher' Challenges with Authentic Materials

1.9.1. The Size of the Classroom: It is difficult for teachers to manage an active and a creative session in a big and a full-size classroom. Therefore, students cannot ask for or receive the feedback because of the noise. Accordingly, this can hinder the communication as Harmer (1998, p.128) states:

In big classes, it is difficult for the teacher to make contact with the Students at the back and it is difficult for the Students to ask for and receive individual attention. It may seem impossible to organize dynamic and creative Session...Most importantly; big classes can be quite intimidating for inexperienced teachers.

1.9.2. The Lack of Materials

Materials' availability in EFL classes is insufficient, many problems, thus, are derived. We can take as an example what Hower and Davis (2002. p, 23) point out "Most classrooms in our country are still four walls, desks, chairs and chalk board." There are many teachers who face a difficulty while using the technological devices, but this defeat was largely due to human failure, a lack of investment in training teachers on how to use it, and a lack of imagination.

Moreover, teachers believe that the teaching of oral expression more precisely is too difficult because of the lack of text books, as an essential aid. Consequently, the teacher

spends more time in the management of the lesson plan, in addition to the difficulty in understanding native Speakers.

1.9.3. Time Allotment

Without any doubt, the limited time can prevent the teacher, as well as the students from practicing the foreign language as it is supposed to be. For instance, time allotted for oral sessions in Algerian Foreign Language Universities, is generally about two or three hours per a week. This period of time provides students with a little opportunity to practice the language, especially when the class' number is about thirty.

10. Solutions to Overcome the Difficulties Faced when Using AM

Although using authentic materials in teaching a foreign language is recommended by many researchers, we still have some questions to think about in order to choose carefully the appropriate material for an adequate task with the most suitable level of students. Therefore, some factors are there to be taken into account by instructors when selecting authentic materials and using them.

Hedge (2000) states that teachers who wish to expose learners to authentic text have to choose conversation with clear setting, role, relationships, topic and structures. So, when instructors choose authentic materials, students' needs and ability should be taken into consideration.

The most substantial question teachers can ask about is: can we use AMs in spite of our students' level? Correspondingly, Guariento & Morley (2001) state that authentic materials can be used at post-intermediate level. However, at lower levels, students cannot feel at ease while dealing with AMs because they are still beginners and it is hard for them to acquire lexis and structures used in the target language. But this does not mean that AMs cannot be used in lower-level.

According to some findings gained from Chavez's researches (1998), most of the educators prefer to learn with the use of AMs since they facilitate for them the task and increase their interaction with the real language and its use. Pedagogically speaking, the use of AMs in the EFL classrooms is very important especially for the listening and speaking skills. Finally, students feel more comfortable with authentic materials; they help them get involved in the "real" language and provide teachers with pedagogical support.

Conclusion

As it is showed in this chapter, many researchers have conducted studies about the use of authentic materials in the EFL classrooms. They do have different views; some of them support the use of authentic materials and others are still against their use in the classroom, and they believe that they might be biased in terms of culture and contain complex words and structures. However, they all agree on the idea of "exposure", exposure to "real language and real life". In other words, through authentic materials, windows are opened for students into foreign culture and into real language communication. To conclude, authentic materials should be used according to the students' level of knowledge. Furthermore, instructors should help the students to be more skillful and to defeat any difficulty they may encounter.

Chapter Two: Speaking Skill

In this chapter, light will be shed on the speaking skill with more details. Emphasis will be given to: its definition, types, functions and components. The importance of speaking, its purpose, the characteristics of speaking performance, the different factors affecting students' speaking ability, the communicative competence model, the goals of teaching speaking, the practice of the speaking skill in classroom, the speaking assessment, the principles of teaching speaking, the characteristics of successful speaking activities, the speaking difficulties in Foreign Language Learning and solutions of speaking activity problems.

Introduction

Teaching/ learning English as a foreign language requires learners' exposure to the foreign language four skills: reading, speaking, writing and listening. The primary goal of acquiring such language skills is to improve the learners' receptive and productive abilities in the second language either in oral or written form. As far as speaking is concerned, it is considered as the major skill to be developed because it is necessary for revealing the language proficiency. In this respect, the emphasis is mainly on speaking since learners are going to be put in situations where communication in English is more than needed.

1.1. The Nature of Speaking

1.1. Definition of Speaking

FL learner's oral production is characterized by a number of errors and mistakes. Consequently, speaking is not a simple skill; rather it is a complex process that requires some experience and practice. Luoma (2004,p, 1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop." The skill of speaking is totally different from writing in its typical grammatical, lexical and discourse patterns.

Furthermore, some of the processing skills needed in speaking are completely different from the ones involved in reading and writing. Also, foreign language speaking differs from

the mother tongue speaking in terms of the lack of grammar and vocabulary knowledge of learners. That's to say, unlike MT, the procedure of building utterances correctly and retrieving words is not automatic in TL (Thornbury, 2005).

Channey (1998.p, 13) argues that "speaking is the process of building and sharing meaning through the use of verbal and non- verbal symbols in a variety of contexts". Hence, it is as a complex process of exchanging messages through the use of verbal expressions, but it also involves non-verbal symbols such as gestures, postures and facial expressions.

Bryne (1998.p, 8) also claims that "speaking is a two way process between speaker and listener and involves the productive skill of speaking and the receptive skill of understanding". In the same respect, Nunan (2003.p, 48) agrees with Bryne that 'speaking is the productive oral skill and it consists of producing systematic verbal utterances to convey meaning'.

According to Chastain (1998) speaking is a productive skill that consists of various constituents. Thus, speaking is not only about combining the right sounds, choosing and collecting the right words or getting the utterances' buildings.

Hedge (2000.p, 261) defines speaking as "a skill by which they [people] are judged while first impressions are being formed." That is to say speaking is one of the important skills if not the most important one which deserves more attention in both L1 and L2 because it reflects people's thoughts, ideologies and personalities.

In addition, Tarigan (1990.p, 15) declares that "Speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling'. Speaking is so complex because it includes many aspects and faculties such as grammar, pronunciation, fluency and vocabularies. The objectives of speaking are various so it can be considered as the most important human tool for social control and communication.

1.2. Types of Speaking Skill

Brown (2004) suggests five types of speaking according to the speaker's intentions: imitative speaking, intensive speaking, responsive speaking, interactive speaking and extensive speaking.

1.2.1. Imitative Speaking: is the adeptness to repeat the other's speech as a word, phrase, a sentence or a whole conversation. This kind of repetition may include different faculties of language such as grammar and lexis in order to convey a meaning or even to interact in a conversation, by focusing more on pronunciation as an attempt to help learners to be more comprehensible.

1.2.2. Intensive Speaking: is the production of short stretches of a discourse through which they depict competence in a narrow band of grammatical relationships such as intonation, stress and rhythm. This type of speaking also includes some assessment tasks like reading aloud, sentences and dialogue completion, and so on.

1.2.3. Responsive Speaking: "is a brief interactions like short conversations, small talk and simple requests in order to preserve authenticity with only one or two following up questions or retorts" as Brown (2004.p, 142) shown in the following short conversation:

A. Marry: Excuse me, do you have the time?

B. Doug: yeah. Nine- fifteen.

1.2.4. Interactive Speaking: it involves two forms of languages; transactional language and interpersonal language. The former is aimed at exchanging specific information whereas the latter has the purpose of maintaining social ties. In the interpersonal language, oral production can become more complex with the use of colloquial language, ellipsis, slang and so on. Interactive speaking includes some assessment tasks such as interviews, role play and discussion activities.

1.2.5. Extensive Speaking: (or monologue) "includes speeches, oral presentation and story-telling, but the language style that is used in this type of speaking is more deliberative and

formal for extensive tasks. Planning is involved, and interaction is generally ruled out.”
(Brown, 2004 .p, 142).

1.3. The Functions of Speaking / Speaking Purpose

Many linguists tried to classify the functions of speaking in human interaction. According to **Brown and Yule (1991)**, as quoted in **Richards (2007.p, 2)** "The functions of speaking are classified into three; they are talk as interaction, talk as transaction, and talk as performance”. Below are the clarifications of these functions:

3.1. Transactional Discourse: in this type of interaction, accuracy and coherence of the message is of great importance in order to maintain communication, as well as confirmation that the message has been understood. **(Richards, 1990.p, 54- 55).**

Burns (1998) discriminates talk as transaction into two distinctive types. One takes place in a situation where the main emphasis is on exchanging information and where the participators focus mainly on what is said or achieved such as: news broadcasts and narrations. The second type is transactions where the emphasis is on gaining goods or services such as: instructions or descriptions.

3.2. Interactional Discourse: in order to maintain a good communication, learners should have the ability to speak in a natural way. Therefore, teachers should offer them with opportunities for meaningful communicative behavior about relevant and updated topics. **Rivers (2000.p, 543)** supports the above mentioned idea when he argues that "communication derives essentially from interaction" Examples of interactional uses of language are greetings, small talks, and compliments.

1.3.3. Talk as Performance: This refers to public speaking. It is the talk which transmits information publically such as morning talk, public announcements, and speeches. Talk as performance is generally delivered in a form of monologue rather than dialogue such as

giving a class report about a school trip, conducting a class debate, and giving a lecture. So, talk as performance needs to be prepared in the form of a written text (Richards, 2007).

1.4. The Components of Speaking

According to Vanderkevent (1990), there are three components in speaking which are: the speakers, the listeners and the utterances.

1.4.1. The speakers: are a people who utter the different sounds. They are useful as the means to express opinion, ideas or feelings to the listener. So if there are no speakers, the opinion, idea or the feeling will not be stated clearly.

1.4.2. The listeners: are people who get the speaker's expressed views, thoughts or emotions. If the listeners are absent, speakers will state their opinion by writing.

1.4.3. The Utterances: are words or sentences that are uttered by the speakers to express their different ideas. If there is no utterance, both of the speakers and the listeners will use sign.

2. The Importance of Speaking

The communicative approach gives speaking more importance since oral communication encompasses speech where learners are likely to interact verbally with each other. Therefore, the teachers' talk will be minimized, i.e. learners are boosted to talk more in the classroom. Ur (2000.p, 12) argues also that:

of all the four skills [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.

Many L2 learners give the speaking skill priority in their learning. In this respect, the most frequent question given to EFL learners is "do you speak English?" but not "do you write English?" which entails that most of people consider speaking and knowing a language as synonyms. Celce-Murcia (2001.p, 103) claimed that for most people "the ability to speak a

language is synonymous with knowing that language since speech is the most basic means of human communication.”

The speaking skill has a great importance especially when it comes to be integrated with the other language skills. For instance, speaking can help students to enrich their vocabulary and enhance their grammar and then improving their writing skill. With speaking, learners can express their personal feeling, opinions or ideas, i.e. through speaking; learners can present the various functions of language. Therefore, speaking is of great importance outside the classroom as well.

Companies and organizations all over the world are looking for people who master the English language and speak it fluently in order to communicate with other customers. So, speakers of FL have more prospects to get jobs in such organizations. Teachers expect from students to use the language appropriately, correctly and to speak confidently in order to draw the audience’s attention that provides a great opportunity to convey the message. In this respect **Baker and Westrup (2003.p, 05)** claim that “a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion.”

3. Characteristics of Speaking Performance

Fluency and accuracy are of the key features of the communicative approach, and they go together in achieving a given function. **Richards and Rodgers (2001.p, 157)** state that “fluency and acceptable language is the primary goal: Accuracy is judged not in the abstract but in context”, and this is evident since the focus of the communicative language teaching is on the communicative process between learners-learners or teachers-learners, rather than mastery of the language structure.

The CLT theory is one of main controversial theories that many debates and questions were raised about it and the role of accuracy in this theory. In this respect, **Hedge (2000.p, 61)**

makes the important point that: “The communicative approach somehow excuses teachers and learners from a consideration of how to develop high levels of accuracy in the use of grammar, pronunciation, and vocabulary.”

Learners then should build up a communicative competence through classroom activities; nevertheless, they should also know how the language system functions in an accurate and appropriate way.

3.1. Fluency: Oral fluency is the primary goal teachers wish to achieve while they teach speaking; it is the major characteristics of the speaker performance. **Hughes (2002)** regards fluency as the capacity to express oneself in a comprehensible, rational and correct way without much hesitation; otherwise the communication will not take place because the listeners will lose their interest.

Hedge (2000.p, 54) states also that: “The term fluency relates to the production and it is normally reserved for speech. It is the ability to link units of speech together with facility and without strain or inappropriate slowness, or undue hesitation.”

Hughes (2002) claims that fluency and coherence refer to the ability to speak in a usual level of persistence, speed and effort, besides to connect the ideas in a coherent way. Speed is an important element in fluency and pausing as well, because speakers should take breath while speaking. However, a recurrent pausing indicates that the speaker has difficulties in speaking. (**Thornbury, 2005**)

Thornbury (2005) offers in such cases what is called “tricks” or “production strategies”, i.e. the ability to fill the pauses. The most frequent pause fillers are “uh” and “um”, vagueness expressions such as “short of” and “I mean”. Another device for filling the pauses is the repetition of one word when there is a pause.

3.2. Accuracy: Presently, foreign language learners seek more to be fluent and they neglect the importance of accuracy. That’s why most FL teachers stressed on the term of accuracy in

their teaching. Without forming an accurate oral production, speakers will not be comprehended and the listeners will lose interest. Therefore, paying attention to correctness and completeness of language structures is of more importance for the mastery of the speaking skill.

Ellis and Barkhuizen (2005, p. 139) define accuracy as referring “to how well the target language is produced in relation to the rule system of the target language.” Therefore, EFL learners should concentrate on many aspects in their production of the spoken language, mostly, the grammatical forms, vocabulary and pronunciation.

3.2.1. Grammar: According to **Hughes (2002)** the grammatical accuracy stands for the variety and the appropriate use of the speakers’ grammatical structure that includes the length and the complexity of the utterances in addition to the ability to use the subordinating clauses.

Thornbury (2005) lists the following features of spoken grammar: “Clause is the basic unit of construction, Direct speech favored, a lot of ellipsis, many question tags and performance effects (hesitation, repeats, false starts, incompleteness, syntactic blends)”. The grammar of speech differs from that of writing.

3.2.2. Vocabulary: accuracy at the vocabulary level stands for the appropriate selection of words while speaking. FL learners often find some obstacles when they try to convey what they want to say, they lack the appropriate vocabulary. FL learners then, have to be able to use words and expressions accurately. According to **Harmer (2001)** the knowledge of the word classes also helps the FL speakers to produce an appropriate and accurate speech.

3.2.3. Pronunciation: FL learners who want to improve their speaking skill in English should be aware of the various sounds and their features and where they are made in one’s mouth (sounds’ articulation); they have also to be aware of words stress, raising and falling intonation. All these aspects give them more information and clarification about how to speak effectively and have a better understanding of spoken English.

Redmond and Vrchota (2007.p, 104) argue that “It is imperative that you use the correct word in the correct instance and with the correct pronunciation. Pronunciation means to say words in ways that are generally accepted or understood.”

4. Different Factors Affecting Students' Speaking Ability:

In learning speaking, there are many factors that highly influence the function of speech and that can affect negatively the acquisition of speaking skill and prevent FL learners to speak fluently. Richards and Renandya (2005) mention four factors that affect learners' oral communication ability such as:

4.1. Age or Maturational Constraints: many linguists like Scarsella, Anderson and Krashen (1990) claim that FL learners who begin learning a TL in early infancy through natural exposure attain higher proficiency than those beginning after the age of puberty. This indicates that the age factor may affect or limit the adult foreign learners' ability to speak the TL fluently.

4.2. Aural medium listening: plays a vital role in the improvement of speaking abilities. Speaking fosters listening which precedes it. Therefore, speaking is highly related to listening which is the basic process through which the rules of language underlay.

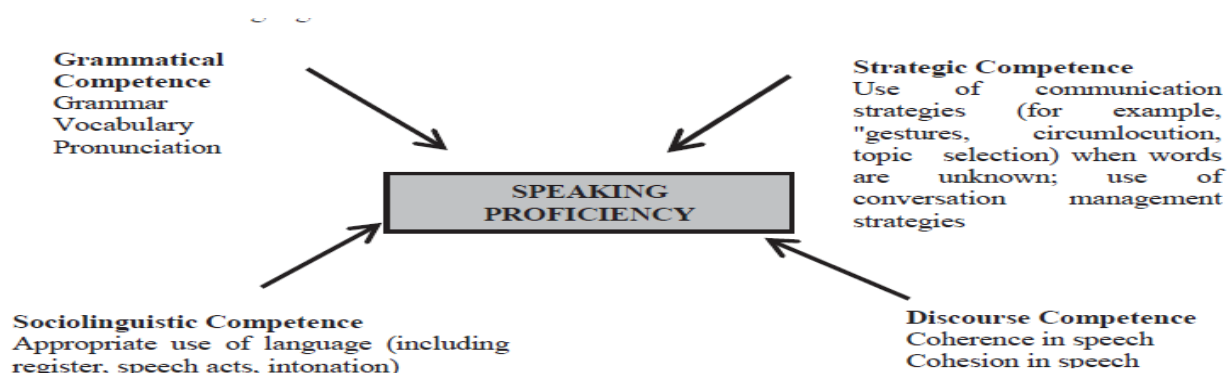
4.3. Socio- cultural Factors language: language is an arrangement of social action because linguistic communication takes place in the context of organized interpersonal exchange. Hence, meaning is socially regulated and to speak TL, speakers should know how language is used in a social context.

4.4. Affective Factors: according to Oxford (1990.p, 140) “the affective side of a learner is probably one of the most important influences on language learning success or failure”. The affective factors involving in FL learning are: emotion, self-esteem, empathy, anxiety, attitudes, and motivation.

The above mentioned factors play a vital role in determining the success and the failure of foreign language learner in learning speaking. Mastering the speaking skill requires more than knowing the rules of the TL. Therefore, factors affecting EFL adult learners' speaking skill need to be taken into account by EFL teachers in order to provide guidance in developing competent EFL speakers.

5. The communicative competence model

According to the communicative competence model, [Scarcella & Oxford \(1992,p, 154\)](#) define the skills underpinning speaking competences in the following figure:



*Figure (1)
Skills underlying speaking proficiency*

These four competences are not mutually exclusive but they are highly related and overlap with each other, and the current study defines the sub-skills under each competence, according to the previous taxonomies, as follows:

5.1. Grammatical competence: according to [Riggenbach \(1998,p, 55\)](#) it includes “using accurate grammar, pronunciation and adequate vocabulary.” Using grammar accurately in speech stands for the ability to produce the different grammatical structures of the language and to apply them effectively in communication taking into account the characteristics of spoken grammar.

5.2. Discourse competence: in relation to transactional speech, it is argued [by Dornyei and Thurrell \(1994,p, 40\)](#) that “discourse competence implies the ability to use various information routines- evaluative and expository including their sequential stages in

conversations’’. It includes also the ability to use the exact rituals for starting or closing a conversation and for switching the subject.

Dornyei & Thurrell (1994.p, 43) argue that the ‘‘discourse competence has a direct relation with the interactional element of spoken discourse’’; it is based on the speaker's knowledge of interaction routines and the exact interactional characteristics including boundaries such as openings and closings, interrupting, as well as sequential organizations of turns and topics.

5.3. Pragmatic Competence: according to Pohl (2004), pragmatic competence is highly affected by the context, purpose and interlocutors in the conversation. Pragmatic competence includes two sub-competences: Functional competence and sociolinguistic competence.

5.3.1. Functional competence: stands for the speaker’s ability to accomplish communication purposes in a language. It entails the use of speech acts and phrases associated with them. Therefore, to attain a certain function, some forms and structures are considered proper while others are not. ‘‘Language functions classification is basically about classifying the main functions for which the language is used.’’ (Dornyei & Thurrell: 1994)

Rose (1994) and Tsui (1995) suggest the main language functions as following: Social functions include functions such as (greeting, complaining), information includes functions such as (providing personal information), giving opinion includes functions such as (asking for an opinion), requesting includes functions such as (accepting or refusing a request) and directing includes functions such as (persuading, suggesting.)

5.3.2. Sociolinguistic Competence: Nattinger and DeCarrico (1992.p, 57) view sociolinguistic competence as ‘‘the awareness of how to speak correctly and appropriately in different context and to different people, with varying degrees of formality’’. In this respect, politeness strategies are of great importance. Hence, the more distant the social relationship between the speaker and hearer, the more politeness markers would be required.

5.4. Strategic Competence: Effective speakers use compensatory and achievement strategies such as gestures, circumlocution, topic selection...etc. to assist when they don't know all the words to say. According to **Scarcella & Oxford (1992.p, 156)**, strategic training “helps students to manage output in the form of the following skills: interrupting, asking for clarification, asking for explanation and changing the topic.”

6. Goals of Teaching Speaking

Many experts and linguists regard speaking as an essential part of FL learning and teaching. In spite of its importance, for long time ago, speaking was undervalued and EL teachers kept teaching speaking just as a repetition of drills or memorization of conversations (traditional EFL approaches). However, nowadays the purpose of teaching speaking should be the improvement of the students' communicative skills. Because only in that way, students can communicate and express themselves and learn how to adopt the social and cultural rules of the target language(English) appropriately in different communicative contexts.

Nunan (1991.p, 39) claims that the mastering the art of speaking is the most essential aspect of learning a language “ To most people, mastering the art of speaking is the single most important factors of learning a second or foreign language and success is a measure item of the ability to carry out a conversation in the language”. According to **Harmer (1990)** the objective of teaching speaking is to prepare students for communication. Furthermore, **Ur (1996.p, 56)** asserts that “the most *important reason for teaching speaking* is to develop *oral fluency* that is the *ability to express oneself intelligibly, reasonably, accurately and without undue hesitation*”

Mabrouk (2003.p, 23) supports that by saying "students should be able to make themselves understood, using their current proficiency to the fullest". In addition, **Lawtie (2004.p, 35)** declares that:

the success of learning language is measured in terms of the ability to carry out a conversation in the target language. If the goal of teaching language is to enable

students to communicate in English, then speaking skills should be taught and practiced in the language classroom.

7. The Importance of Authentic Materials in Relation to Speaking

Practice activities can promote the learning/teaching goal of speaking skill. Richards, Platt and Weber (1985.p, 289) state that “the use of variety of different tasks in language teaching is said to make language teaching more communicative [...] since it provides a purpose for classroom activity”.

Scievener (2005.p, 152) argues that “the aim of communicative activity in class is to get learners to use the language they are learning to interact in realistic and meaningful ways. Usually involving exchanges of information or opinion.” Along with these activities are the following:

7.1. Communication Games: Bygate (1987) asserts that such kind of activities includes: “Describe and Draw”, “Describe and Arrange” and “Find the difference”. While O’Malley and Pierce (1996.p, 38) call these activities “information gap activities”; in this respect they define them as “the ability of one person to give information to another. An information gap is an activity where one student is provided with information that is kept from a partner.”

7.2. Drama, Simulations and Role-Plays: These types of oral activities are of great importance. According to Bygate (1987) they are not performed for audiences, the students work together within unreal setting. O’Malley and Pierce (1996) say that such oral activities are more authentic because they give the learner the chance to act within a real situation as well as to use a real life conversation such as repetitions, interruptions, recitations, facial expressions and gestures...etc.

Such kind of activities has a positive impact on the students’ performance and behavior, because it reduces their anxiety, increases their motivation and enhances their language acquisition.

7.3. Discussion Activities: they are a kind of spontaneous interaction. Lindsay and Knight (2006) argue that in such activities, FL students are expected to give their own point of view or receive others'; they can speak without restraint or without being told what to say or not by their teacher.

In this respect, Littlewood (1981,p, 47) claims that: "It (discussion) provides learners with opportunities to express their own personality and experience through the foreign language". This entails that "discussion" is perceived as an authentic language experience through which EFL learners utilize their linguistic capacities and knowledge to deal with such oral tasks.

7.4. Presentations and Talks: presenting oral works in front of the whole classroom is considered as one of the most effective ways to make students gain their self-confidence. Thornbury (2005) affirms that the students' act of standing up in front of their classmates is the best preparation for their authentic speaking.

8. Speaking Assessment

Speaking is the most complex linguistic skill to be assessed; from one hand it is not an easy task to judge words and expression and from the other one recording is expensive and time-consuming. Many FL teachers feel uncomfortable when conducting speaking tests since it is hard to be objective and fair when testing a large number of students. According to Wijarwadi (2008.p, 18) "speaking is a complex skill requiring the simultaneous use of different ability which often develops at different rates".

Hughes (2003) mentions three general sorts for assessing speaking ability which are interview, interaction with peers and responses to tape recording. Interview and interaction with peers are the procedure that is used by the researcher to assess the speaking skill. In the interaction with peers, students are asked to discuss a topic. The problem with this format is

one student might have control over the conversation. In this respect, it is needed to make pair students with approximate level of language ability.

Syakur (1987) mentions five components of speaking skill recognized in analyses of speech process that are pronunciation, grammar, vocabulary, fluency and comprehension (an understanding of what both the tester and the testee are talking about).

9. Principles of Teaching Speaking:

There are a lot of principles that guide FL teachers in teaching speaking; **Nunan (2003)** and **Kayi (2006)** list some of them such as giving EFL students the chance to practice with fluency as well as accuracy, providing them with the opportunity to talk by using group-work and pairwork and limit the teachers' talk. The teachers should ask eliciting questions such as "What do you mean? How did you reach that conclusion?" in order to prompt students to speak more, and they should provide written feedback like "Your presentation was really great. It was a good job...etc.

The teachers should not pay much attention to students' pronunciation mistakes when they are speaking. Correction should not distract students from their speech. Besides, teachers should circulate around classroom to ensure that students are on the right path and see whether they need a help while they work in groups or pairs. In this respect, teachers should reduce their speaking time in class while increasing theirs students'.

As long as principle of teaching speaking are considered, it could be concluded that EFL teachers, when teaching students, have constantly to take into account the fact that they deal with diverse learners having varied abilities, expectations, motivation level, knowledge and, last but not least, different learning styles.

10. Characteristics of Successful Speaking Activities

Munjayanah (2004.p, 16) states that "when people want to speak fluently, occasionally they encounter with some problems". In order to achieve the successful

speaking, teachers have to implement some characteristics of a successful speaking activity.

Ur (1996.p, 120) lists some of them which can be applied to assess the effectiveness of the teaching as well as the learning process. These characteristics can be summarized as the following:

10.1. Learners Talk a Lot: As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher's talk or pauses.

10.2. Participant is even: Classroom discussion is not dominated by a minority of talkative participants. All get a chance to speak and contributions are fairly evenly distributed.

10.3. Motivation is high: Learners are eager to speak because they are interested in the topic and have something new to say about it, or they want to contribute to achieve a task objective.

10.4. Language is of an acceptable level: Learners express themselves in utterances that are relevant, easily comprehensible to teach other and of acceptable level of language accuracy.

11. Speaking Difficulties in Foreign Language Learning

Practicing the speaking skill of the FL is not as knowing about it. Echevarria et al. (2008) argue that the distinction between the knowledge of how things must be done and the capability to do these things is very important in the learning process. Parrott (1993) claims that teachers must present a sequence of activities, to supply the EFL learners with the essential skills to profit from the classroom opportunities and advantages in order to speak English appropriately.

Ur (2000.p, 121) argues that there are four main problems in getting students speak in the foreign language in the classroom.

11.1. Inhibition: Littlewood (1999.p, 93) argues that "it is too easy for a foreign language classroom to create inhibition and anxiety." These elements stand for shyness and fear of

committing mistakes. Students fear to make mistakes especially if they will speak to critical audience.

Ur (2000.p, 111) states that:

Learners are often inhibited about trying to say things in a foreign language in the classroom. Worried about, making mistakes, fearful of criticism or loosing face, or simply shy of the attention that their speech attracts.”

In this respect, many students turn to be stressed and anxious when performing oral tasks.

11.2. Nothing to Say: ‘nothing to say learners’ expressions’ are results of their lack of motivation in expressing themselves or the selected topic they should talk about. Rivers

(1968.p, 192) says that

The teacher may have chosen a topic which is uncongenial to him [the learner] or about which he knows very little, and as a result he has nothing to express, whether in the native language or the foreign language.

The learners may have not some ideas to talk about, or they just do not know how to use some vocabulary or some grammatical structure.

11.3. Low Uneven Participation: refers to the students’ amount of talk time. Rivers (1968) points that some personality factors have a major impact on participation in a FL and teachers then should be aware of them. There are some students who tend to take almost the whole students’ talk time. However, others speak only if they make sure that what they will say is absolutely correct, and some others prefer to keep silent, show no interest all along the course.

11.4. Mother Tongue Use: FL learners of the same mother tongue prefer to use it outside and even inside the classroom because they feel more at ease while using their mother tongue.

According to Baker and Westrup (2003.p, 12) “barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language.” Hence, the learners will not be able to use the FL appropriately if they continue to be influenced by the usage of their mother tongue.

12. Solutions of Speaking Activity Problems

Teaching English as FL impose on the EFL teacher to be capable to overcome some obstacles learners encountered with while acquiring certain language skills. There are many activities available to avoid or at least minimize these common speaking problems. Ur (1991.p, 130-131) also gives the solution, the several activities that can help reducing speaking problems:

12.1. Group Work: it increases the amount of time available for oral practice and allows more than one student to benefit from speaking time. Working in groups also lowers the inhibitions of shy students who are not comfortable speaking in front of the whole class.

12.2. Easy Language: simple language makes it easier for students to speak for longer without hesitation and gives them a sense of accomplishment. Essential vocabulary can be pre-taught or reviewed before the activity enabling students to fill-out their speech with more interesting sentences and rich language.

12.3. Interesting Topic: choosing a topic according to the interests of the class ensures student motivation. If the material and task instructions are presented clearly and enthusiastically students will be more likely to meet the challenge set for them.

12.4. Clear Guidelines: stating clearly what is expected from each student is essential in ensuring that everyone in the group contributes towards the discussion. Appointing a chairperson to each group to regulate participation is a way to make sure that dominant students leave discussion opportunities open to more reserved students. Feedback reveals the results of the discussion and motivates each student to follow the guidelines.

12.5. English Monitors: a monitor can be appointed to each group to remind students speaking their mother tongue to switch back to English. A lack of classroom management and discipline will encourage students, who do not feel that there is resistance to their mother tongue, to easily revert back to it as soon as they have problems expressing themselves.

Conclusion

Speaking has been defined by many linguists as a complex process. It is a very important productive skill that helps students to evaluate their proficiency in the FL. It should be one of the basics of curriculum design in FL teaching, in addition to other skills. Learning to speak entails learner's engagement in communicative situations so that they will activate their speaking ability and hence they can express their ideas and feelings. So, the development of speaking skill requires students to use correct language in its grammar and pronunciation. That is to say fluency and accuracy are two essential aspects to be developed while learning FL in general and speaking in particular.

Designing speaking activities using AM can provide learners with a reason to speak and to interact. What maximizes students' opportunity to speak is one of the central tasks for FL teachers. All of these will lead to a better communication of students' 'thoughts and feelings more at ease as well as being confident in their own ability to verbally tackle new situations and challenges.

Chapter Three: Analysis of Data

Gathered Tools

Introduction

The first part of this practical chapter gives a full description and analysis of the data generated by one of the research instruments, namely the questionnaire. It is used to investigate the impact of AMs on EFL students' speaking skill. It tries to get insights into the teachers' as well as students' views about the use of AMs and their attitudes toward the teaching/ learning of speaking skill. A description of the analysis procedure of the questionnaires items is mentioned, followed by a detailed analysis of each item. The present part of this chapter ends with a general comments and synthesis of teachers and learners' responses. Then, a general conclusion in the form of a summary of the findings is presented.

3.1.1. Population and Sampling

The population targeted in this study for the students' questionnaire was composed of first year LMD students; Department of English at Guelma University. A sample of one group (30 participants) out of ten groups was chosen randomly from the first year LMD students. The students' questionnaire was administered to the participants during their sessions. Then, informants' responses were collected in order to be analyzed. The selection of such sample was based on the consideration that first year LMD students' main focus is to improve their communicative and oral performance, in order to achieve a good speaking skill level.

The population of the teachers' questionnaire was administered to thirteen oral expression teachers; Department of English at Guelma University. A sample of ten (10) oral expression teachers was targeted in this questionnaire. Only one teacher did not give the questionnaire's paper back. The selection of such sample was based on the nature of oral expression course that necessitate the use of AMs. Also, oral expression teachers are normally the most experienced teachers in such kind of materials.

3.1.2. The Pilot Study

Generally speaking, questionnaires are considered reliable instruments that are used to collect the necessary data about a specific topic under investigation. Questionnaires flexibility lies in the fact that they can be used in various fields. Griffee (2012) states that “Questionnaires as data-gathering instruments are popular research instruments in many fields including communication, education psychology, and sociology” (p. 153).

Regarding their relevance to a language teaching/learning context, he adds: “in applied linguistics; questionnaires are used not only for primary research, but also to supplement other kinds of research interests.”

According to Brown, a definition of questionnaire may run as follow “questionnaires are any written instruments that present respondents with a series of questions or statements to which they are to react either by writing their own answers or selecting from among existing answers.” (Cited in Dornyei & Tagushi, 2010, p. 4). Although a researcher may face some difficulties to administer a questionnaire, it is undeniable that questionnaires are considered among the easiest and the most practical research instruments. The following are examples of some advantages that questionnaires can provide to researchers, Dornyei (2003b) states:

- They are practical, economical, and easy to arrange.
- They can be disseminated by the researcher or by the other people without influencing their validity.
- They allow for collecting large amount of data in an optimal period of time.
- They are efficiently analyzed using scientific procedures or software devices.

Consequently, only one teacher had taken part in the piloting of the questionnaires, precisely, the teachers’ questionnaire. His feedback was taken into consideration in omitting some questions and adding new ones.

3.1.3. Administration of the Questionnaire

The students' questionnaire was administered to the participants during three sessions because of the students' recurrent absentees. Once the questionnaire was collected, they were filtered and checked to remove every invalid copy or incoherent answers, 06 copies were eliminated because they were not brought back by the informants. Students' questionnaire was made up of three sections. These sections aim at providing the respondents with the opportunity to express their view points and attitudes about AMs in the development of their speaking skill. The information retracted form these sections are going to be taken into consideration as a basis data for the study. The students' questionnaire contains 18 items.

The teachers' questionnaire was administered to ten out of thirteen teachers. Eight questionnaires were gathered during three days, one questionnaire was sent via email. However, only one copy was not brought back by the teacher. The teachers' questionnaire contains 17 items; it was divided into three sections each of which contains open as well as closed questions.

3.1.4. Students' Questionnaire

3.1.4.1. Description of the Students' Questionnaire

The students' questionnaire contains an introducing part that is the General Information part, it deals with the students' background knowledge. The second part is about the students' attitudes toward AMs. In general, this part tackles the students' perception and opinion about the inclusion of AMs. The last part dealt with the impact of using AMs on the students' speaking skill.

Section One

Entitled "Background Information", this section contains three questions; it namely represents an overview about the students' experience in learning English (Q1), whether it was their choice or not (Q2) and their perception about their skills (Q3).

Section Two

This section is meant to get information about the students' attitude toward AMs; it combines 08 main items concerning the authentic materials. Thus, (Q4) is devoted to know whether students are interested in speaking like native speakers or not, and whether or not they know what AMs are (Q5) and if they recognized them, so what is the most preferred type they like (Q6). Then, (Q7) investigates whether or not their teachers use AMs, and if yes, how often (Q8). It ,also, collects data about the degree to which students enjoy learning when using AMs (Q9). While (Q10) was asked to discover how many times students need to understand AMs' content. The last question of this section (Q11) was about the skill that could be greatly enhanced while using AMs.

Section Three

This section is formed of seven items to collect data about the impact of using AMs on students' speaking skill. It aims at gathering information about how often does teachers encourage their students to speak (Q12), students' attitudes and perception concerning their speaking level (Q13). Additionally, students were asked about their attitudes toward the importance of speaking in learning English (Q14). The next item deals with students' attitude toward using AMs in OE course (Q15). Further information is collected about the most suitable authentic activity in OE course (Q16). In this section students were also asked to judge their speaking level in relation to their contact with AMs (Q17). The last question (Q18) paved the way for the students to add further suggestions or comments.

3.1.4.2. Presentation and Analysis of the Students' Questionnaire

Section One: Background Knowledge

Item 01: How long have you been studying English?

Year	Number	Percentage
08	18	75%

09	01	4.16%
10	03	12.5%
11	01	4.16%
12	01	4.16%
Total	24	100%

Table 01: Student's Experience in Learning English

As it is shown in the above mentioned table, the majority of the participants, eighteen making up 75% stated that they have been studying English for eight years and this regular years to reach out their academic year (first year at university) ,while only one student making up 4.16% stated that he/she studied English for nine years. This indicates that he/she repeated the academic year once. Three students making up 12, 5% said that they have been learning English for ten years. Consequently, they repeated the academic year twice. Also, two students varied their answers between eleven and twelve years, this means that they repeated the academic year more than twice.

Item 02: Is it your choice to study English?

Option	Number	Percentage
Yes	18	75%
No	06	25%
Total	24	100%

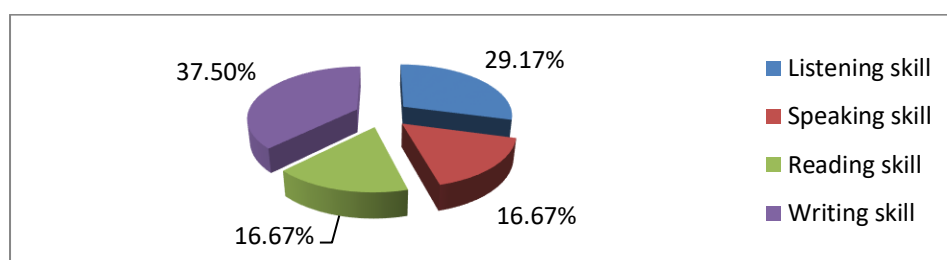
Table 02: Students' Choice of English

According to table (2), the majority of the subjects (75%) chose to study English at the university level out of their own desire, and were not obliged to study it. This means that they are motivated. Accordingly, such motivation has a positive impact on the process of language acquisition in general and on the improvement of students' oral speaking skill in particular .While 25% of the respondents did not choose to study English.

Item 03: Are you good at?

Option	Number	Percentage
Listening skill	07	29,17%
Speaking skill	04	16,67%
Reading skill	04	16,67%
Writing skill	09	37,5%
Total	24	100%

Table 3: Students' Perception about their Skills



Graph 01: Students' Perception about their Skills

In this item, participants were asked about their language skills, nine respondents (37, 5%) out of 24 (100%) answered that they are good at the writing skill rather than the other skills, and it was the highest percentage given by the participants .Whereas, others (29,17%) thought that they are good in terms of listening to TL. Four of the participants (16, 67%) answered that they are good at reading and the same percentage (16, 67%) i.e. four students, said that they perform well in speaking tasks, so they think that they are good speakers.

Section Two: Students' Attitudes towards Authentic Materials

Item 04: Are you interested in speaking like native speakers?

Option	Number	Percentage
Yes	24	100%
No	00	00%
Total	24	100%

Table 04: Students' Interest towards the Natives' Language

By this question, the researchers wanted to discover the EFL students' attitudes and feelings towards English language. Through their answers to this question, all of the subjects (100 %) (24 students) declared that they are interested in speaking like native speakers, which means that they like to be exposed to English. Consequently, they are motivated to study the target language. However, none of the respondents disliked to speak like native speakers, this means that all the subjects have the tendency towards learning appropriately English as a FL.

Item 05: Do you know what authentic materials are?

Option	Number	Percentage
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Yes	19	79.16%
No	05	20.83%
Total	24	100%

Table 05: Students' Familiarity with AMs

As it is shown in the table (5) the majority (79, 16%) of the students knew what AMs are. However, only five respondents (20, 83%) out of 24 did not know what this term means. After asking the students to give orally further explanation for their answers; most of them showed a high degree of awareness about the benefits, types and importance of AMs and how they could use them in order to improve their speaking skill.

Item 06: If yes which of the following types you like the most?

Option	Number	Percentage
Audio (songs, radio conversation...)	07	29,17%
Visual (articles, magazines...)	00	0%
Audio-visual (internet, movies, TV...)	14	58,33%
No answer	03	12,5%
Total	24	100%

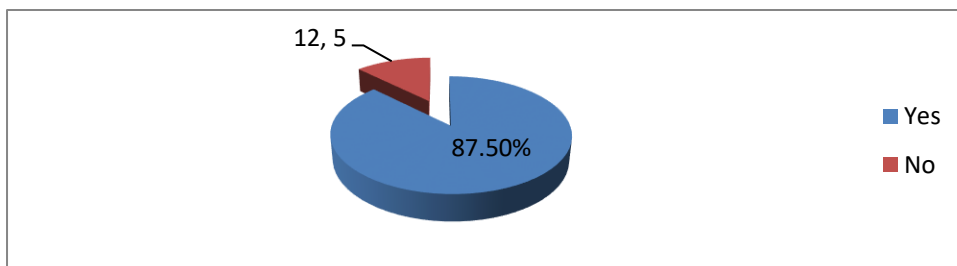
Table 06: Students' Favorite Type of Authentic Materials

Concerning the above mentioned question, students were asked about their preferred type of AMs. 14 participants (58, 33%) preferred the audiovisual aids which represented the majority of the sample's choice. Whereas, 29, 17% liked the audio materials. Surprisingly, no one liked the visual aids and three participants did not answer this question. Accordingly, audio-visual materials such as videos, internet...etc. are the most preferred AMs from which students get more benefits. Consequently, their motivation would be increased to perform the FL effectively.

Item 07: Do your teachers use authentic materials in the classroom?

Option	Number	Percentage
Yes	21	87.5%
No	03	12.5%
Total	24	100%

Table 07: Teachers' Use of AMs in Classrooms



Graph 02: Teachers' Use of AMs in Classrooms

The table and the graph (7) show that the majority (87, 5%) of teachers used AMs in the classrooms. However, only three teachers (12, 5%) did not use AMs. So, we notice that most of the teachers are aware of the importance of AMs which would have a positive impact on learners' academic achievement as well as their speaking skill.

Item 08: If yes, how often?

Option	Number	Percentage
Always	01	4.16%
Usually	02	8.33%
Often	02	8.33%
Sometimes	13	54.17%
Rarely	04	16.67%
Never	00	00%
No answer	02	8.33%
Total	24	100%

Table 08: Teachers' Frequent Use of AMs in their Courses

Table (8) reveals that most of the students (54.17%) agreed upon the fact that their teachers sometimes use AMs in the presentation of their course. Four participants (16.67%) said that their teachers rarely integrate AMs within their course. 8.33% represents the percentage of students who claimed that their teachers used AMs usually (two students) and often (two students). Surprisingly, only one subject (4.16%) argued that his/her teacher use AMs while presenting the lecture. However, two respondents (8.33%) did not opt for any choice. According to the above mentioned results, teachers' frequent use of AMs is still low in comparison to its importance.

Item 09: How much do you enjoy learning when using authentic materials?

Option	Number	Percentage
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A lot	22	91, 67%
A little	02	8.33%
Very little	00	00%
Not at all	00	00%
Total	24	100%

Table 09: Students' Attitude toward AMs

The majority of the respondents (91, 67%) enjoyed learning a lot when using authentic materials. However, only two participants (8, 33%) did a little. So, teachers have to take this into account in order to facilitate the teaching/ learning task in order to have a conducive classroom atmosphere as well as better speaking performance.

Item 10: How many times do you need to understand its content?

Option	Number	Percentage
Once	05	20.83%
Twice	15	62.5%
Three time	04	16.67%
More	00	00%
Total	24	100%

Table 10: Students' Perception to AMs' Content

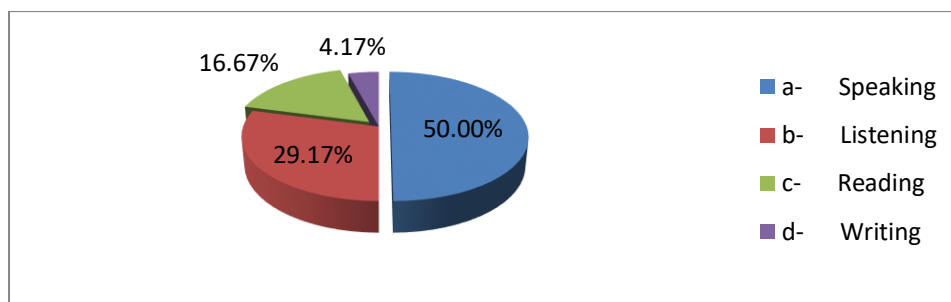
Results indicate that the majority (62.5%) of subjects understand the AMs' content only if it is repeated twice. Five students (20.83%) claimed that they get the AMs' meaning from the first time. However, only four respondents (16.67%) need three times to perceive the AMs' content. Therefore, teachers have to repeat the given piece of information at least twice so that students will get the meaning adequately.

Item 11: What is the skill that could be mainly enhanced while using AMs?

Option	Number	Percentage
Speaking	12	50%
Listening	07	29,17%
Writing	01	4,16%
Reading	04	16, 67%

Total	24	100%
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Table 11: The Most Enhanced Skill by AMs



Graph 03: The Most Enhanced Skill by AMs

From the above mentioned results, we notice that half of the students (50%) claimed that speaking is considered as the most enhanced skill while using AMs. Seven students (29, 17%) claimed that their listening skill is the most enhanced one. Concerning reading, 16, 67% of them claimed that it would be improved while using AMs. However, only one student (4, 16%) argued that through the exposure to AMs his/her writing skill would be mostly improved. To sum up, it is obvious that AMs enhanced all the linguistic skills and mainly speaking.

Section Three: The Impact of using AMs on Speaking Skills

Item 12: How often does your teacher encourage you to speak?

Options	Number	Percentage
Always	11	45,83%
Sometimes	9	37,5%
Rarely	2	8,33%
Never	2	8,33%
Total	24	100%

Table12: Teachers' support to their Students to Speak

Table (12) reveals that a majority of respondents (45, 83%) stated that their teachers always encourage them to speak. Nine students (37, 5%) claimed that their teachers only sometimes push them to speak. What can be really noticed is that most teachers are really interested in boosting and encouraging their learners to speak, which would lead them to a

better speaking performance and learning of the TL. Surprisingly, two students (8, 33%) were rarely encouraged to speak, and two others were never boosted by their teachers to communicate inside the classrooms. This indicates that some teachers are not really making serious efforts to boost up their students to speak which would have negative effects on their communicative and speaking abilities as well as their attitude toward learning EFL. Or maybe they are tongue-tied and teachers do not waste time to encourage them.

Item 13: What do you think about your level in speaking skill?

Options	Number	Percentage
Good	7	29,17%
Medium	16	66,67%
Bad	1	4,16%
I do not know	0	0%
Total	24	100%

Table 13: Students' Attitude towards their Speaking Level

Through their answers, the majority of subjects (66, 67%) thought that they reached a medium level in speaking skill. Seven participants (29, 17%) thought that they have a good speaking level. This indicates that students are somehow satisfied about their oral performance, which would increase their potential toward learning FL. However, only one student (4, 16%) stated that he / she has a bad speaking level. This latter is maybe due to his/ her lack of self-confidence or maybe he/ she is not interested in learning FL.

Item 14: Do you think speaking is important in learning English Language?

Options	Number	Percentage
Strongly agree	16	66,66%
Agree	8	33,33%
Strongly disagree	0	0%
Disagree	0	0%
Total	24	100%

Table 14: Students' Attitude toward the Importance of Speaking in Learning English

More than half of the respondents (66, 66%) stated that they strongly agreed that speaking is important in learning English Language. 33, 33% of the participants also agreed

about this fact. This indicates that all the students (100%) are aware about the significance of speaking as a crucial element in learning EFL.

Item 15: What do you think about the use of AMs in OE course?

Option	Number	Percentage
It's a great help for you	20	83,33%
They do not help much in class	04	16,67%
They are not beneficial	00	0%
It is difficult to apply them in class	00	0%
Total	24	100%

Table15: Students' Attitude towards Using AMs in OE Course

The results represented in table (15) show that 20 of the respondents (83, 33%) thought that the use of AMs in OE course is of a great help for them. Accordingly, the majority of the students show their willingness and potential toward using AMs. Consequently, OE teachers have to take the students' desires and wants into account while teaching OE through the use of the different sorts of AMs. However, only 4 subjects (16, 67%) claimed that the use of AMs in OE course do not help them much in class. May be those students were not interested in learning English or they found the AMs' content somehow boring or difficult. In this respect, teachers have to choose attractive and updated topics that attract the students and present authentic content that cope with the students' level.

Item 16: What is the most suitable authentic activity do you prefer to practice in OE course?

Option	Number	Percentage
Role-plays	05	20,83%
Conversation	09	37,5%
Songs	07	29,17%
Audiotapes	02	8,33%
Other	01	4,16%
Total	24	100%

Table 16: Students' Preferred Activity in OE Course

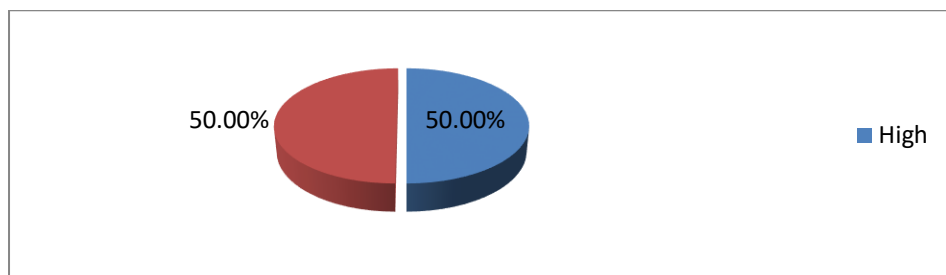
According to the table's results, the majority of subjects (37, 5%) preferred conversation as the suitable authentic activity to be practiced in OE courses. Seven participants (29, 17%) said that songs are the most favorable authentic activity to be used in

OE sessions. However, five students (20, 83%) opted for role-plays. Two other participants (8, 33%) preferred audiotapes as the most suitable authentic activity to be practiced in OE courses. These results indicate that students have great interest towards using AMs in general and authentic activities in particular in the OE courses. Thus, each one of them is aware of the appropriate authentic activity that could enrich and enhance their communicative abilities.

Item 17: To what extent can the exposure to AMs enhances your level in speaking?

Options	Number	Percentage
High	12	50%
Medium	12	50%
Low	0	0%
Total	24	100%

Table 17: AMs' Effects on the Students' Speaking Level



Graph 04: AMs' Effects on the Students' Speaking Level

A glance at table (17) can reveal that 50% of the answered cases believed that the exposure to AMs enhances highly their speaking level. However, 12 subjects (50%) argued that the exposure to AMs improves their level in speaking to a medium extent. The above mentioned results indicate that most of students are totally conscious about the clear correlation between the exposure to AMs and their oral production. This would facilitate their learning process of TL and reinforce their speaking production which would enable them to perform an accurate and fluent oral production.

Item 18: If you want to make suggestions or comments, please write in the space bellow.

Most students did not provide any suggestion about this question. Respondents who answered it gave different comments stating that it would be better if other teacher implement such materials in other modules especially in phonetics. However, other claimed that if teachers use AMs and give students the opportunity to listen to some songs or conversations, this would be very helpful. Moreover, some others shed light on the fact that culture and civilization' teachers must use AMs while presenting their lectures in order to make the course's explanation more comprehensible. As a final result, most students agreed that it would be great if all teachers of OE as well as teachers of other modules use movies or some other authentic materials to improve their oral performance in order to achieve a high speaking level.

3.1.4.3. General Summary of the Results and Synthesis

From the analysis and interpretations of the students' answers to the questionnaire, the researchers come to conclude that: This research population of first year LMD students at the English Department; Guelma University consists of mature students, thus participants' answers reflects their awareness of what's going around them. Most of them (75%) studied English almost for eight years. All of them (100%) showed interest in learning how to speak the target language. This proves that they are totally conscious about the importance of speaking English language since the first and the last aim behind learning languages is to communicate.

It was found out that the majority of the students (79, 16%) had a prior knowledge about AMs. According to the conducted results, the most preferable types of AMs by students (58,33%) are the audio-visual aids. In this respect, they suggested being highly exposed to videos, TV, internet ...etc. and to implement them permanently in other modules. Despite the fact that most of the teachers (87, 5%) used AMs in their classrooms, still they did not utilize them frequently.

The majority of participants (91, 67%) enjoyed learning more when they are exposed to new teaching methods as the one they are provided with. However, some of them encountered with a number of difficulties concerning native speaker's intonation, pronunciation among others. This problem explains their urgent need to repeat each time the given piece (62, 5% of them needed more than once to understand the AMs' content). Nevertheless, students (79, 17% of them) still believed that Oral Expression course helps them to enhance their speaking production.

Students have shown a high degree of satisfaction (37,5% of them were greatly satisfied, and 41,67% were satisfied a lot) towards their OE teachers' way of presentation of the course because some of them make use of AMs from time to time, this would enable the students of medium level (66,67%) to improve their oral performance and their speaking skill. Accordingly, learning to speak is a must in acquiring FL (66, 66% of the students strongly agreed and 33, 33% of them agreed that speaking is so important in learning English language.)

OE teachers (45, 83% always boost their students to speak) stimulate their students to speak by using different kinds of AMs such as; articles, songs, free discussion... etc. In this respect, conversations are the prominent AMs preferred by the students to be practiced in OE course (37, 5% of the students liked them). AMs enhance the students' level to a high extent (50% of the students believed so). Therefore, EFL teachers have to use of AMs in EFL classes (66, 66% of the students strongly agreed that teacher should use AMs to help them develop their speaking skill), because they are very crucial factor that improves the students' speaking skill and oral production.

3.1.5. Teachers' Questionnaire

3.1.5.1. Description of the Teachers' Questionnaire

This questionnaire is an attempt to investigate the importance of AMs in improving EFL student's speaking skill. It is very crucial to gather the teachers' opinions and views about its implementation in EFL classes. Teachers' thoughts are helpful to investigate the way English is taught and how the problems encountered in speaking could be narrowed through the use of AMs.

The questionnaire is administrated to 09 teachers of OE at the Department of English, University of Guelma. The selection of such sample was based on the consideration that the Oral Expression teachers will benefit us as well as enrich our research more than other teachers since they teach students how to develop the oral skills based on the different kinds of AMs which are our concerns.

The teachers' questionnaire consists of 17 questions that are divided into three main sections. The questions are either closed questions, requiring from the teachers to choose "yes" or "no" answers, or to pick up the appropriate answer from a number of choices, or open questions where teachers are requested to give explanation or suggest other alternatives.

The questionnaire consists of the general information part and two main sections. In the general information part the teachers are asked to identify their degree. They also asked to state both the years they spend in teaching at the university and their teaching situation.

Section One

Section one is entitled 'Background Information'. It is composed of three questions aimed at gathering personal information about the teachers' qualifications (Q1), their situation (Q2), and years of teaching experience at the university (Q3).

Section Two

This section is meant to get information about the teachers' attitudes towards authentic materials'. It consists of 06 basic questions; all of them are concerned with the process of teaching the course of Oral Expression by using AMs. For example, teachers are asked to state how many years they have been teaching OE (Q4), and whether they like to teach it or not, and to provide a justification for their choice (Q5). Teachers were also asked to give their opinion about the skill that they focused on the most with a clear justification for their responses (Q6). Additionally, to investigate their attitudes towards teaching by using AMs, teachers were asked about the extent to which they enjoy working with AMs (Q7), and the importance of integrating them inside the EFL classes (Q8). The last question of this section (Q9) was about the most useful types of AMs that teachers prefer to use in their classes.

Section Three

This section entitled 'the impact of using AMs on speaking proficiency', it contains 08 items. It is mainly about the effect of using AMs on the learners' speaking skill. Teachers were asked to state whether or not teaching oral expression using AMs is an easy task (Q10). Also information gathered in this section was about the purpose behind using AMs (Q11), and about the most influenced skill (Q12). Additionally, teachers were asked about their students' preferred type of AMs (Q13), and whether or not they can help students to improve their speaking skill (Q14) providing more justifications. Further information is collected about the most common obstacles that teachers may face while using AMs (Q15). This section, also, investigates the teachers' perception towards the impact of AMs on students' speaking skill (Q16). The last item (Q17) was an open ended question for further suggestions or comments teachers can add.

3.1.5.2. Presentation and Analysis of Teachers' Questionnaire

Section one: Background Information

Item 01: Specify your qualification, please?

Options	Number	Percentage
Licence / B.A	00	00,00%
Magister / M.A	08	88,89%
Doctorat / Ph.D	01	11,11%
Total	09	100%

Table 18: Teachers' Qualifications

The majority of the respondents (88, 89%) had a magister/ M.A degree in English language studies. 11, 11% represents those who had doctorat/ Ph.D degree. None of them (00, 00%) had Licence/B.A degree. We notice that most teachers have accomplished their further studies. This means that they tended to be qualified teachers who could affect positively the students' achievements in general, and particularly their speaking level.

Item 02: You work at the English Department as:

Options	Number	Percentage
Part-time teacher	03	33,33%
Permanent teacher	06	66,67%
Total	09	100%

Table 19: Teachers' Teaching Situation at the University

Results show that approximately half of the respondents (66, 67%) worked as permanent teachers. They devoted all their time to teaching at the university and devoted their efforts to improve their student's oral skill. However, only three of them (33, 33%) worked as part-time teachers. Those teachers may have further occupations.

Item 03: How long have you been teaching English at the university?

Options	Number	Percentage
03 years	01	11,11%
04 years	01	11,11%
05 years	01	11,11%
06 years	01	11,11%
07 years	02	22,22%
09 years	01	11,11%
31 years	01	11,11%
No answer	01	11,11%
Total	09	100%

Table 20: Teachers' Years of Teaching Experience

As it is shown in table (20), all the teachers proved to be experienced in teaching English at the university level. Their teaching experience varied between 3 to 31 years. 11, 11% represent those teachers who had a teaching experience of 3, 4, 6, 9 and 31 years respectively. This means that their experience varied from one to another. The highest percentage (22, 22%) represents those teachers who had 7 years teaching experience. Only one teacher (11, 11%) did not answer this question. Both percentages represent that the respondents had a considerable experience in teaching English. In general, we can say that 6 respondents were experienced and efficient teachers in the field; and 2 teachers whose experience between 3 and 4 years were novice teachers.

To sum up this section, we can say that most teachers had magister degree and were experienced in teaching English at the university level. More than half of the population worked as permanent teachers.

Section Two: Teachers' Attitudes toward Authentic Materials

Item 04: How long have you been teaching oral expression?

Options	Number	Percentage
03 months	02	22,22%
01 year	01	11,11%
02 years	02	22,22%
03 years	02	22,22%
04 years	01	11,11%
31 years	01	11,11%
Total	09	100%

Table 21: Teachers' Years of Teaching the Oral Expression Course

It is shown from the table that the majority of the teachers (77, 77%) have been teaching the Oral Expression course from three months to three years. However, only two teachers (22, 22%) have been teaching the oral course from 4 to 31 years. Hence, we notice that, the majority of the Oral Expression teachers are novice and inexperienced. This may impact negatively the students' speaking skill and consequently lead to a poor performance.

Item 05: Do you like teaching oral expression?

Options	Number	Percentage
Yes	09	100%
No	00	00%
Total	09	100%

Table 22: Teachers' Attitude toward Teaching Oral Expression Course.

The results revealed by this table demonstrate that all teachers (100%) like to teach Oral Expression Course because it is the only course that enables the students to express themselves freely and improve their speaking performance. Moreover, teachers considered OE course as a space that pave the students' way to develop and acquire new communicative skills.

Justification:

All the teachers like to teach OE for different raisons; some of them said that oral expression is a module that develops the four language skills, and it may include also grammar, written expression, phonetics, linguistics and vocabulary. In addition, other teachers

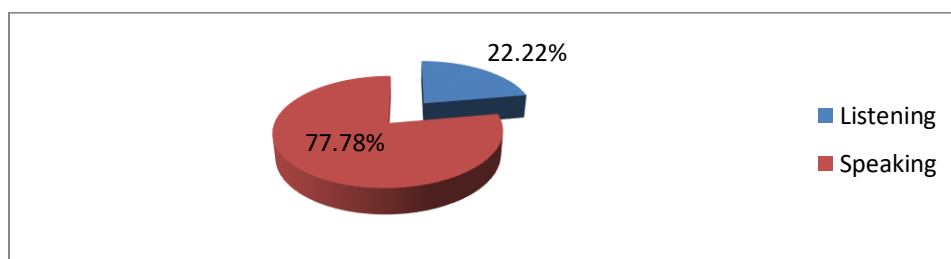
claimed that OE is a space where roll play is acted, dialogues and topics are chosen according to students' choices. Also they justify their choice by claiming that one of the best things about teaching OE is the fact that teachers can be creative, they can also improvise; involve students. This is highly important in the teaching / learning process in general and in enhancing students' speaking level in particular. However, some perceived OE course as a kind of fun; it makes students change the usual mood of classrooms and handouts. At the same time it helps students to learn English language through listening and speaking.

To sum up, although OE is a complex course to be taught, however, plenty of teachers believe it is the easiest task because they simply ask the students to use the head-phone, listen to tape. Teachers enjoy teaching OE module since it stimulate and encourage the students to interact , communicate, get involved, correspondingly be free to learn. Even though OE course requires a lot of efforts, but, it is regarded as a very active and exciting module. Both teachers and students have to participate a lot in order to improve the students' skills of speaking which is a big challenge to help those students who are not able to speak.

Item 06: In your opinion, what is the skill you focus on almost?

Option	Number	Percentage
Listening	02	22,22%
Speaking	07	77,77%
Reading	00	0%
Writing	00	0%
Total	09	100%

Table 23: Teachers' Main Focused Skill while Teaching OE



Graph 05: Teachers' Main Focused Skill while Teaching OE

As it is shown in the table (23) and the graph (05) the majority of respondents (77, 78%) focused on the speaking skill while teaching Oral Expression. Whereas, only two teachers (22, 22%) focused on listening skill. This statistics reveal that most teachers are aware about the importance of speaking skill as one of the major skills that enable the FL learners to improve their oral performance.

Justification:

Being asked to justify, teachers' answers varied between speaking and listening skill, each one justified his/her answer as the following: teachers focused on speaking because the reception of information is already set in all modules (whether written or oral reception). Another teacher mentioned that production (speaking) is dependent over the modules' nature and OE course necessitates an oral production with accurate articulation of English languages. However, teachers who opted for listening skill claimed that listening is the first phase of learning FL before even acquiring speaking. Furthermore, listening enhances students' oral skills.

Simply put, speaking and listening are not only complementary but inseparable. If one skill is ignored, the hole will collapse. Despite the importance of the four skills, speaking is always needed because students are not always given the chance to speak in other courses. By focusing on teaching speaking, students will be able to achieve both fluency and proficiency in communication.

Item 07: Do you enjoy working with authentic materials while teaching?

Options	Number	Percentage
Do enjoy it	08	100%
Don't enjoy it	00	00%
Don't really enjoy it	00	00%
Quit enjoy it	00	00,00%
Total	09	100%

Table 24: Teachers' Attitude towards Using AMs while Teaching

The results indicate that all the respondents (100%) did enjoy working with AMs while teaching. This means that AMs are a sort of both help and entertainment in EFL classes. AMs are considered as tools that attract the students' attention and raise their motivation to interact, participate and be part of the learning process. Furthermore, AMs relief and soften the classroom atmosphere and provide the students with the chance of learning through fun. This latter is considered as one of the main useful and effective modern teaching methods that enable the students to ameliorate their speaking level.

Item 08: How important do you consider integrating authentic materials inside EFL Classes?

Options	Number	Percentage
A very great deal	06	66,67%
A lot	03	33,33%
A little	00	00%
Very little	00	00%
Not at all	00	00%
Total	09	100%

Table 25: The Importance of Integrating AMs inside EFL Classes

This item shows participants' attitudes towards the integration of AMs inside EFL Classes. A majority of 6 informants (66, 67%) said it is of a great importance. 33, 33% said that AMs are important a lot inside EFL classes. Harmoniously, no teacher neglected the value and the contribution of AMs in developing the students' communicative abilities in general and speaking skill in particular. Thus, all the teachers agreed that the using of AMs in EFL classes is so important. This means that OE teachers are aware about the positive effect of AMs on their students' speaking level.

Item 09: what is the most useful type of AMs you prefer to use in your classes?

Option	Number	Percentage
Video (s)	04	44,44%
Radio	02	22,22%

Map(s)	00	0%
Diagram (s)	01	11,11%
Internet	00	0%
Pictures	00	0%
Telling stories	00	0%
Total	09	100%

Table 26: Teachers' Preferred Type of AMs to be used in Classes

Concerning the above mentioned question, more than half of the participants (55, 55%) preferred to use videos in their classes. Two other participants (22, 22%) regarded story telling as the appropriate material to be used. Only two respondents (22, 22%) liked to use diagrams (visual aids) and some of them (22, 22%) liked to use radio (audio aids). Accordingly, the majority of OE teachers (77, 77%) preferred to use prominently the audio-visual aids since they are considered as a link between what the students see hear. Hence, the students' speaking skill would be enhanced. Subsequently, all sorts of authenticity are more than needed in EFL classes.

Section Three: The Impact of Using AMs on the Students' Speaking Skill

Item 10: Do you agree that teaching oral expression using AMs is not an easy task?

Options	Number	Percentage
Totally agree	03	33,33%
Partially agree	03	33,33%
Agree	01	11,11%
Neither agree nor disagree	00	00%
Partially disagree	00	00%
Disagree	02	22,22%
Totally disagree	00	00%
Total	09	100%

Table 27: Teachers' Attitudes toward the Degree of Easefulness of Using AMs in OE Courses

This question is asked to investigate whether or not teaching oral expression using authentic materials is an easy task. Three teachers (33, 33%) totally agreed that it is a difficult task to teach OE using AMs. 33, 33% of the whole sample partially agreed that teaching OE using AMs is not an easy task. Surprisingly, two respondents 22, 22% considered that teaching OE using AMs is an easy task. However, only one participant agreed that teaching OE course using AMs is a difficult task. The participants' answers were differently expressed, may be they encounter with some difficulties while using AMs in their OE classes, which necessitate a serious teaching training for oral expression teachers.

Item 11: For what purpose do you use AMs?

Option	Number	Percentage
To expose students to real language-situation	05	55,55%
To increase variety	01	11,11%
New vocabulary	00	0%
To avoid textbook	00	0%
To have more fun	00	0%
To boost students to communicate	03	33,33%
Other	00	0%
Total	09	100%

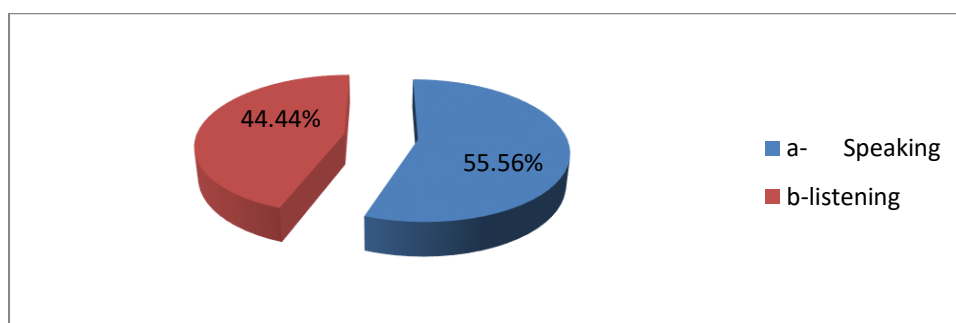
Table 28: The Purpose of Using AMs

Concerning this question, the majority (55, 55%) of the respondents used AMs in order to expose students to real language situation. And 33, 33% of them used AMs to boost students to communicate. However, only one participant (11, 11%) used AMs to increase variety. This indicates that the major aim of using AM by EFL teachers is to facilitate students' communication through exposing them to a native-like situation. These results reveal the teachers' awareness about the positive effect of AMs on their students' speaking skill.

Item 12: According to your teaching experience, AMs have a great impact on?

Option	Number	Percentage
Speaking	05	55,55%
Listening	04	44,44%
Reading	00	0%
Writing	00	0%
Total	09	100%

Table 29: The Most Influenced Skill by AMs



Graph 06: The Most Influenced Skill by AMs

Concerning the above mentioned question, the majority (55, 55%) of participants agreed upon the fact that AMs have a great impact on speaking. Four participants (44, 44%) believed that AMs are more helpful for improving listening skill. However, no one (0%) opted for reading or writing as skills that could be enhanced through the use of AMs. From the previous statistics, most of the respondents insisted on the fact that AMs have a direct impact on speaking more than the other skills.

Item 13: Which type of AMs do you feel your students are most involved?

Options	Number	Percentage
Audiotapes	02	22,22%
Audio-visual	06	66,66%
Visual aids	01	11,11%
Total	09	100%

Table 30: Teachers' attitudes towards Students' Preferred Type of AMs

Depending on the participants' experience, the majority of them (66, 66%) believed that audio-visual aids are the appropriate type of AMs through which students are mostly involved with. However, two participants (22, 22%) believed that audio-tapes are the most suitable AMs that students feel at ease when dealing with them. Whereas, only one

respondent (11, 11%) opted for the visual aids as the most favorite types for his/her students. So, both students and teachers preferred to use the different types of AMs in the OE course and mainly audio-visual materials. Therefore, AMs are very helpful in the mastery of the speaking skill and thus, the improvement of the students' level.

Item 14: Do you think that AMs help students improve their speaking skill?

Option	Number	Percentage
Yes	09	100%
No	00	0%
Total	09	100%

Table 31: Teachers' Perception about the Impact of AMs on Students' Speaking Skill

According to table number (31), all the respondents (100%) said that AMs have a positive impact on the students' speaking skill. That is to say, students had positive attitudes towards these materials. None of the teachers (0%) said that their students' attitudes were expressed negatively. We noticed that participants' answers were totally with the use of AMs in their EFL classes because of their positive effect on their students' productive skills and mainly speaking. Consequently, teachers are aware about its importance and requirement in increasing the students speaking abilities.

Justification

All the teachers agreed that authentic materials help students improve their speaking skill providing different reasons. Some of them said that the exposure to AMs and listening to native speakers help the students to improve their speaking skill, through discussions and making comments about different topics. All of this would help them to enrich their knowledge, acquire new vocabulary and accurate pronunciation of some words. Others viewed that when students listen and watch native speakers they could easily imitate and repeat what they heard. Thus, they will get accustomed to EFL and increase their enthusiasm for interaction and speaking.

AMs are reliable tools that boost the FL learners to speak freely and accurately following the native speakers as a model. As a result, students become more motivated, active and ready to get involved in the assigned tasks. Consequently, they become an integral part of the course and no more an outsider.

Item 15: What are the most common obstacles that face you while using AMs?

When teacher were asked to state some of the common obstacles that face them while using AMs some of them said that it is time consuming because materials don't work most of the time and students need to listen to the tapes more than once. In addition, others claimed that the recurrent obstacles are the lack of materials (lack of computers, headphones, data shows ...etc.) Furthermore, other teachers were astonished because of the bad technical conditions such as electricity, the broken laboratories and the unavailability of internet in the classrooms. Another teacher who had a serious problem with the use of AMs had strongly justified his answers by claiming that "There is one permanent obstacle: every time I have to move my material (PC/ Laptop+ data projector) from my office to the classroom and vice versa. But I am still pro AMs when taking into account the outcomes which are positive."

To conclude, one can say that the most common problems faced by teachers while using AMs are technical (such as the lack of access, electricity and materials) rather than human-related problems. As a result, some teachers get fed up and stopped using AMs which may affect negatively the students' speaking abilities and their academic achievement.

Item 16: Honestly, do you think that the integration of AMs is a waste of time or it is helpful for the teaching process? (Justify your choice)

All the teachers agreed that the integration of AMs is not a waste of time, rather it is a great help. One of them supported his/her opinion by claiming that if the teachers prepared the lecture relying on AMs, they will be able to introduce the students to a more authentic language, also, teachers will be able to change the atmosphere of the classroom by exposing

students to a more realistic and authentic situation. Another teacher said that students will have the opportunity to listen to English and watch the video all together; as a result students will not get bored.

To sum up, the integration of AMs is extremely helpful for the teaching process, they enable the students to get involved in the lessons, hence they will concentrate more. AMs promote communication, classroom discussion and enhance the students' speaking skill.

Item 17: Could you please add your comments about the impact of using AMs on speaking skill?

Teachers added different comments and provided many suggestions about the impact of using AMs on the students' speaking skill. The only good way to improve one's speaking is through providing AMs. It is never enough for learners to receive from the teacher only. Whereas other participants wished if teachers use AMs in all modules because they saw that authentic listening authenticates the students' language. It exposes students to real language so that their speaking skill will be improved.

Even though students may have fluency, they cannot reach the level of native speakers. Hence, it would be better to use AMs since they provide them the chance to observe and then imitate (stimulation) the native speakers' situations (including native speakers' speech). Therefore, they will achieve a high level in speaking skill

3.1.5.3. General Summary of the Results and Synthesis

We can conclude from the results reported by teachers' questionnaire that the majority of the Oral Expression teachers were novice and inexperienced teachers (77, 77% of them taught English at university between three and nine years). Their teaching experience varied from 03 to 31 years. Most of them (88, 89%) had a magister degree and worked as permanent teachers (66, 67%). All of them (100%) liked to teach Oral Expression course since it is a motivational course for students to practice the language and develop their speaking skills.

The majority of the teachers believed that Oral Expression is the appropriate course for developing students' speaking skills (77, 77%). In this respect, most teachers (44,44%) preferred to use AMs and mainly videos that have a direct impact on the students' speaking skill, since it gave them the chance to recognize the meaning of FL appropriately through the exposure to verbal and non-verbal language (native speakers' gestures, intonation, pitch ...etc.) Students' responses to question 15 were approximately the same because majority (83, 33%) thought that AMs are a great help for them. Thus, EFL students will speak English appropriately. However, teaching OE using AMs is not an easy task (according to 77, 77% of the teachers) due to the different kinds of obstacles (technical problems, lack of time ...etc.) that teachers may encounter with. Nevertheless, teachers kept using AMs inside their classroom as it is mentioned by the students (87, 5%) in question 07, because of its great significance and its power of boosting students to speak and practice the TL in order to improve their communicative abilities (100% of teachers and 50% of the students believed that AMs help students improve their speaking skill).

Conclusion

Relying on the results gained from the questionnaires and their subsequent analysis, one could partially affirm the interconnection between the variables of the current research, namely the relevance of AMs use in enhancing students' speaking level.

The total number of participants in this study was 24 students and 9 teachers at Department of English; Guelma University. Related to the present research topic, teachers and students' views on authenticity were marked as positive. This is mainly due to the undeniable merits AMs bring to language learning/ teaching classrooms.

The teachers' questionnaires survey, gave the OE teachers a general understanding about the effects of using AMs in their teaching process. In addition, students were made aware about the importance of AMs and their impact on their speaking skill. Nevertheless,

teachers and students encountered with some difficulties while using AMs. As a result, they kept holding a conservative attitude towards teaching/ learning through using them completely in the classrooms. All the features mentioned in these questionnaires are the main criteria to be followed next in the analysis of the test under hand.

3.2. Students' Test

Introduction

A test was designed in order to reach the present study aim. To accomplish this test, a detailed description of the different phases is stated. In addition to a detailed analysis of some recorded tapes in order to have more credibility and a calculation of the means before and after being exposed to AMs e. Finally, it ends with a general comments and synthesis of the test followed by a general conclusion in the form of a summary of the findings.

3.2.1. Description of the Students' Test

The test was conducted during one session with 24 first year LMD students, Department of English at Guelma University. Before this test took place, successive sessions of exposure to AMs were administered to the targeted sample. The test was conducted during two months (eight sessions). Six sessions of the learners' exposure to AMs took place with the Oral Expression teacher's presence who gave us half an hour to present our content for each session. In addition to that, two extra sessions were provided by the administration without the teacher's assistance. The implementation of authentic materials varied between songs, videos, animations, movies, poems ...etc. To undertake this test, a well-organized order of steps and phases were respected as the following:

First Phase

In this phase, the researchers have exposed the participants to different kinds of AMs. The sessions marked by the teacher's presence and due to the lack of time, the researchers have mostly relied on the display of short documents (between 30 and 35 minutes). At the very beginning, two animations were presented to EFL students, the first one entitled "Cosmos Laundromat" which is a 10-minute funny and absurdist 3D-animated story, the second animated movie is a funny short film entitled "**Monster Neighbor**".

During the second session, the researchers opted for music song 'Half the World Away' by

Aurora, and an interview made by **Barbara Walters. The**

interviewee was Oprah Winfrey who talked about her life and about the hardships that she went through to be such a successful woman. In the third session, saving earth and Michel Jackson's works were the main theme. Accordingly, lyrics of his songs 'Earth' (appendices) and his poem named "Planet Earth" (appendices) were distributed to EFL learners to make a free class discussion.

Concerning the fourth session, the researcher presented a content that varies between pictures and an article from the UNICEF that were mainly about childhood and children labor (appendix). The fifth session was a role play space for the FL students to express themselves freely through the different characters they chose while performing. The final session was an opportunity for learners to relax more and enjoy the story named "The Well of the World's End" which was a fantasy fairy tales, told by a native speaker. Regarding the sessions provided by the administration, the researchers have more time to display the AMs content. In this respect, movies were the best materials to be used since most of the FL learners show interest towards them. Accordingly, two movies were presented, the first one named "Goosebumps" was a fantasy/ action movie, and it was highly recommended by the majority of students because of his story events. The second movie was a little bit different, it was a family/comedy movie entitled "The Terrible, Horrible, No Good, Very Bad Day."

Second Phase

In this phase, the procedure of conducting the test was taking place. The researchers administered the test during one hour and a half. Students were asked to choose one of the suggested topics, which were 'the problems between the husband and the wife' or 'to talk about their habits'. However, the researcher provided the learners with the opportunity to

select other topics of their own if they have a little to say about the suggested ones. Students were given approximately twenty minutes to organize their ideas as well as to choose to work whether individually or in pairs. Then, the researcher started to record the learners talk using the cellphone recorder. After recording the whole class, and putting the students' marks, the researchers delivered sixteen recorded tapes (individuals and pairs) as well as a list of their marks to their Oral Expression teacher in order to have her feedback concerning the students' final marks.

3.2.2. Presentation and Analysis of Students' Test

A careful study of the students' recorded tapes reveals the fact that students' speaking production has developed progressively. This entails that AMs affect positively the students' speaking skill. After the sessions of the students' exposure to AMs which was followed by conducting an oral test, the researcher noticed that the students' speaking performance comprises less hesitation and less interjections (humm, aahh, mmm ...etc.), less pauses, their talk become more fast (speed). Consequently, the students achieved a high level of fluency. Moreover, their utterances become more connected, grammatically correct (S.V.O), with an appropriate usage of vocabulary (collocation, lexis... etc.) and a comprehensible pronunciation. Accordingly, students' accuracy has been developed to a great extent.

The students' paralinguistic features such as tone, pitch, intonation... etc. have been highly influenced by the different sorts of AMs (mainly audio-visual ones) which gave students the opportunity to observe native speakers' spontaneous interaction in their natural setting, and to imitate them in order to have a native-like oral production. As a result, students' exposure to AMs enables them to reach a certain level of proficiency in the TL. Accordingly, it leads them to the improvement of their speaking skill.

3.2.3. Comparison between First Semester's Oral Expression Results and Test's

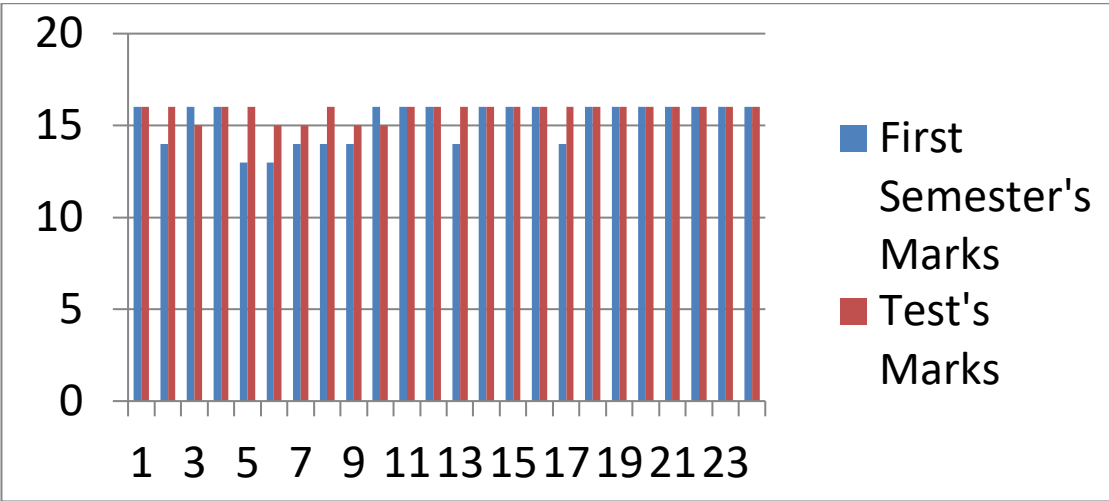
Numbers of participants	of	Results of first semester	Test's Result	Gain Score
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1	16	16	+00
2	14	16	+2
3	16	15	-1
4	16	16	+00
5	13	16	+3
6	13	15	+2
7	14	15	+1
8	14	16	+2
9	14	15	+1
10	16	15	-1
11	16	16	+00
12	16	16	+00
13	14	16	+2
14	16	16	+00
15	16	16	+00
16	16	16	+00
17	14	16	+2
18	16	16	+00
19	16	16	+00
20	16	16	+00
21	16	16	+00
22	16	16	+00
23	16	16	+00
24	16	16	+00

Result Table 32: Representation of Students' Gained Scores

Compared to the students' first semester TD marks, the results in table (32) indicate the students' high level in mastering the speaking skill. It could be, also, noticed that there was a variation in the gained scores. It can be categorized into four categories, 58, 33% for those who stay at high level of speaking performance because they got the best mark in the first semester as well as in the oral test. So, students of advanced speaking capacities preserved their high level while being exposed to the different sorts of AMs. 29, 17% for those who possessed a gained score ranging from (+1) to (+2). Students who's gained score is between (+1) and (+2) were very calm and unready to speak before being exposed to AMs. However, after the implementation of AMs, there was a real shift in their habits that could be witnessed in the test's results. Hence, AMs help unmotivated students to acquire new positive habits that enable them to develop their speaking skill. 4, 16% for those having a (+3) gain

score. Only 8, 33% who showed a regressed score (-1) that represented only two cases. The results are better explained in the following graphic display.



Graph 07: Students' Marks of the First Semester and the Test

Graph (07) above exhibits the statistical description of the students' results of first semester and the test. It shows the percentages of their achievements before and after the successive sessions of exposure to AMs. It could be noticed that there is a considerable shift in the students' achievement, which could be witnessed from the test's high gained scores after being exposed to the different sorts of AMs.

Furthermore, based on the test, we calculated the means of the students' exposure to AMs and their speaking production before and after being exposed to the different sorts of AMs. We, then, divided the sum of the scores obtained from students' exposure to AMs and the scores gained in speaking skill by the number of the participants (24). The results are as follows:

	Before being exposed to AMs	After being exposed to AMs
The mean of students' speaking skill	15,25	15,79

Table 33: The Improvement of the Students Speaking Skill Mean before and after being Exposed to AMs

The students' speaking level before and after the exposure to AMs is somehow different. Through comparison, we can see that subjects after conducting the test had a better speaking level than before the test. The average number of the students' mean before the test is 15, 25 while the average number of their speaking performance after the test is 15, 79. This further indicates that there is an improvement in the students' speaking skill after being exposed to AMs. This reflects the gap between the students' speaking skill before and after the exposure to different sorts of AMs.

3.2.4. General Summary of the Results and Synthesis

Based on the data gathered and analyzed from the students' test, comparison between their first semester' and the test's results and the analysis of the mean, some facts were revealed concerning the impact of using AMs on the EFL students' speaking skill. First, AMs help FL students to develop their oral performance. This is proved through their acquisition of new positive habits which were demonstrated in the improvement of their speaking production at many levels including their speaking accuracy; grammar, vocabulary and pronunciation. Also, their speaking fluency that entails the talk speed and pauses' length is enhanced. AMs do not only affect the EFL students' verbal language but also their non-verbal language, which is revealed through their accurate and correct use of tone, pitch, and intonation ,i.e., they become more aware about when to raise their intonation and when to fall it down. To conclude, the results obtained from the test indicate that the students' exposure to AMs help them to ameliorate their speaking skill, hence to be proficient and competent FL speakers.

Conclusion

The results gained from this data gathering procedure demonstrate the positive influence, and impact, as well as the significance that the integration of authentic materials has on EFL student's oral production, which in turn affirms the stated hypothesis. This

clarifies the close link between the implementation of AMs within FL classes and the speaking skill. Authentic materials are one of the effective pedagogical and educational tools that contribute to language development and learning. Moreover, based on the current research results, facts were discovered about the implementation of AMs as a vital strategy in improving EFL student's speaking skill.

General Conclusion

This research attempted to see whether AMs have an effect on the EFL learners' speaking skill or not. The current study departs from the principle that AMs are very beneficial and effective in developing learners' communicative skills. One of the main reasons for using AMs in the classroom is that students will not encounter the artificial language of the classroom but the kind of language used with the real world. Hence, the role of the teacher is not to delude the EFL student but to prepare him/her for real life communication so that he/she understands how the language is actually used.

Enhancing the students' speaking skill does not mean only memorizing some grammar rules and structures of the TL. However, it requires engaging EFL students to real-life communication by providing them with chances to be close to the target language. In this respect, this study aims at helping students improve their oral performance in terms of fluency, accuracy, and intonation in order to be good speakers. Therefore, this conducted research proves the effects of integrating AMs in developing EFL learners' speaking skill.

The present study has shed light on the effect of using AMs in EFL classes for developing the students' communicative competence. Most EFL teachers are aware of the importance of using authentic materials in the teaching and learning process. This reflects their cognizance about its significance and opens further opportunities for future applications since the main objective of learning the TL is to be able to use it in real life situation.

According to the results obtained from the data collected and analyzed (both questionnaires and the test), the researchers come to conclude that: most of the research sample has shown positive attitudes towards the use of AMs in EFL classes. The students as well as the teachers' questionnaires have shown that participants' perceptions were in agreement with the variables of this study. This proves the effectiveness of AMs in encouraging students to communicate appropriately. Therefore, their speaking skill will be

ameliorated. While the test's results indicates that the students' oral production has developed after a successive session of exposure to different sorts of AMs; which in turn confirms its significant role on improving the EFL students' speaking skill.

To conclude, this dissertation can be valid not only to the sample of population in this research, but it can be also generalized for all foreign language learners regarding their current levels and needs. This conducted research, like other researches, has many limitations; the first limitation is that time was not sufficient to conduct the data gathering procedure. The second is the lack of materials that obliged the researchers to bring their own such as PC, speakers. The third one is that most students did not justify their answers when is needed. The forth limitation that faced the researchers is the lack of available classes as well as students' attendance concerning the sessions provided by the administration.

Above all, this study is not useful only for EFL students in helping them ameliorating their speaking skill; it even helps EFL teachers to be aware about the importance of the integration of AMs in facilitating their teaching task. This study could be conducted for further future researches as an experimental one.

Recommendation

The present research attempted to shed light on the significance of AMs in enhancing EFL students' speaking skill. The results gained from this study have strongly proved that students' speaking skills can be greatly improved through the implementation of AMs. Consequently, AMs have a direct effect on the EFL students' speaking skill which confirms the current research's hypothesis.

On the basis of these results, it is recommended that:

1. Teachers need to take into account the importance of AMs while teaching FL mainly speaking skills due to the fact that they boost classroom discussion which is the first step toward the mastery of the speaking skill.
2. Curriculum designers should take a step further and integrate AMs as a pedagogical device in other courses, asking teachers to minimize the amount of their talking time as much as they can, in order to pave the way for students to practice their language and verbally interact to improve their oral performance.
3. Foreign language teachers need to choose different and interesting authentic activities to engage their students in the learning process and encourage them to speak.
4. EFL students have to try to overcome their speaking difficulties and problems through the diverse types of authentic materials and activities in class.
5. Teachers can change the classroom atmosphere by setting the appropriate authentic activity such as role plays, conversation, free discussions ...etc. to improve their students' speaking ability.
6. Students should be aware about the benefits of committing mistakes while speaking English since the teacher's feedback is of a much help.
7. Speaking instruction should be given more attention in EFL classes since it helps the students to master FL in order to achieve authentic purposes and native-like spoken English.

8. Teachers should give their students the opportunity to become the center of the learning process. Hence, they should be offered the chances to self-evaluate their speaking production. Thus, they can become more autonomous and more interested in learning speaking.
9. The use of authentic materials in EFL classes should be introduced gradually and according to the students' needs and level. Teachers should take into consideration that students of different levels need to learn in relation with what encourage and enhance their abilities to speak the target language.
10. The use of AMs helps the teachers to create a relaxed and enjoyable atmosphere, which in turn increases EFL students' interest toward better oral performance.
11. It is needed that teachers use and vary authentic activities for their students in order to make them engaged in the learning process.
12. Nowadays, AMs are considered as new teaching methods that are the most preferable by the students to be used in other courses since they provide them with updated knowledge and increase their potential towards learning EFL.

Teaching speaking must be based on the use of different kinds of authentic teaching materials. Their use is considered as an important factor for facilitating the process of teaching and creating a vital and active classroom. Simply put, AMs help students to orally use English adequately and to express their ideas and thoughts whenever they want to do so.

Suggestions for further studies

Although the current study provides some insights on the effect of authentic materials on speaking skill, much remains to examine the field of authenticity in relation to EFL teaching and learning processes. Therefore, some suggestions are outlined below as possible areas for future research studies:

1. While the present research provided support to the effectiveness of the use of authentic materials on developing students' speaking skill, further research is needed to investigate its effectiveness in developing students' linguistic skills (listening, writing and reading skills.)
2. Further research is needed to explore the role of authentic materials in increasing the students' motivation toward learning English as a foreign language.
3. Other studies are needed to investigate the importance of using authentic materials in private institutions.
4. Further research is needed to explore the impact of authentic materials on enriching students' background knowledge about the target culture.

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Appendices

Appendix I

Students' Questionnaire

Dear Student,

This questionnaire is part of a research work carried out in the department of English at the University of Guelma. This research is intended to shed light on the role of Authentic Materials in developing English speaking skill. Your answers will only provide information for the fulfillment of the researcher's Master dissertation. Please answer the following questions as honestly and frankly as possible. Will you please tick the corresponding answer or fill in with information where necessary.

Section One: Background Knowledge

1- How long have you been studying English?

.....

2- Is it your choice to study English?

a- Yes

b- No

3) Are you good at?

a- Listening skill

b- Speaking skill

c- Reading skill

d- Writing skill

Section Two: Students ' Attitudes towards Authentic Materials

4- Are you interested to speak like native speakers?

a- Yes

b- No

5- Do you know what authentic materials are?

a- Yes

b- No

6- If yes, which of the following types you like the most?

a- Audio (songs, radio conversation...)

b- Visual (articles, magazines...)

c- Audio-visual (internet, movies, TV...)

7-Do your teachers use authentic materials in the classroom?

a- Yes

b- No

8-If yes, how often?

a- Always

b- Usually

c- Often

d- Sometimes

e- Rarely

f- Never

9- How much do you enjoy learning when using authentic materials?

a- A very great deal

b- A lot

c- A little

d- Very little

e- Not at all

10- How many times do you need to understand its content?

a- Once

b- Twice

c- Three time

d- More

11- What is the skill that could be enhanced the most while using authentic materials?

a- Speaking

b- Listening

c- Reading

d- Writing

Section Three: The Impact of using Authentic Materials on Speaking Skill.

12- How often does your teacher encourage you to speak?

a- Always

b- Sometimes

c- Rarely

d- Never

13- What do you think about your level in speaking skill?

a- Good

b- Medium

c- Bad

d- I do not know

14- Do you think that speaking is important in learning English language?

a- Strongly agree

b- Agree

c- Strongly disagree

d- Disagree

15- What do you think about the use of authentic materials in oral expression course?

a- It's a great help for you

- b- They do not help much in class
- c- They are not beneficial
- d- It is difficult to apply them in class

16- What is the most suitable authentic activity do you prefer to practice in Oral Expression course?

- a- Role-plays
- b- Conversation
- c- Songs
- d- Audiotapes
- e- If other, specify.

.....

17- To what extent can the exposure to authentic materials reflect your level in speaking?

- a- High
- b- Medium
- c- Low

18- If you want to make suggestions or comments, please write in the space below.

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

Thank you a lot for your cooperation and help

Appendix II

Teachers' Questionnaire

Dear teachers,

This questionnaire is a part of a research work carried out in the department of English at the university of Guelma. Your answers will be used in order to explore the impact of using authentic materials on speaking proficiency and will be treated anonymously. Please put a tick in front of the option of your choice and write down your comments when required. You can choose more than one option when necessary.

Section One: Background Information:

1-Specify your qualification, please?

a-Licence / B.A

b-Magister / M.A

c-Doctorat / Ph.D

2-You work at the English Department as:

a-Part-time teacher

b-Permanent teacher

3-How long have you been teaching English at the university?

.....

Section Two: Teachers's Attitudes towards Authentic Materials

4-How long have you been teaching oral expression?

.....

5- Do you like teaching oral expression?

a-Yes

b-No

Justify:.....
.....
.....
.....
.....

6-In your opinion, what is the skill you focus on almost?

a-Listening

b-Speaking

c-Reading

d-Writing

And why?

7- Do you enjoy working with authentic materials while teaching?

a-Do enjoy it

b-Don't enjoy it

c-Don't really enjoy it

d-Quit enjoy it

8- How important do you consider integrating authentic materials inside EFL Classes?

a-A very great deal

b-A lot

c-A little

d-Very little

e-Not at all

9- What is the most useful type of authentic materials you prefer to use in your classes?

a-Video (s)

b-Radio

c-Map(s)

d-Diagram (s)

e-Internet

f-Pictures

g- Telling stories

h- Others

Section Three: The Impact of Using Authentic Materials on Speaking Skill

10- Do you agree that teaching oral expression using authentic materials is not an easy task?

a-Totally agree

b- Partially agree

c-Agree

d- Neither agree nor disagree

e- Partially disagree

f-Disagree

g-Totally disagree

11-For what purpose do you use authentic materials?

a-To expose students to real language-situation

- b-To increase variety
- c-New vocabulary
- d-To avoid textbook
- e-To have more fun
- f-To boost students to communicate
- g-Other

12- According to your teaching experience, authentic materials have a great impact on:

- a-Speaking
- b-Listening
- c-Reading
- d-Writing

13- Which type of authentic materials do you feel your students are most involved?

- a-Audiotapes
- b-Audio-visual
- c-Visual aids

14- Do you think that authentic materials help students improve their speaking skill?

- Yes
- No

Why :.....

.....
.....

15- What are the most common obstacles that face you while using authentic materials?

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

16- Honestly, do you think that the integration of authentic materials is a waste of time or is it helpful for the teaching process? (Justify your choice)

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

17- Could you please add your comments about the impact of using authentic materials on speaking proficiency?

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

Thank you for your cooperation.

Appendix III

"Earth Song"

What about sunrise

What about rain

What about all the things

That you said we were to gain...

What about killing fields

Is there a time

What about all the things

That you said was yours and mine...

Did you ever stop to notice

All the blood we've shed before

Did you ever stop to notice

The crying Earth the weeping shores?

.....

By Michael Jackson.

Appendix IV

Poem :Planet Earth

Planet Earth, my home, my place
A capricious anomaly in the sea of space

Planet Earth are you just
Floating by, a cloud of dust
A minor globe, about to bust
A piece of metal bound to rust
A speck of matter in a mindless void
A lonely spaceship, a large asteroid

Cold as a rock without a hue
Held together with a bit of glue
Something tells me this isn't true
You are my sweetheart, soft and blue

Do you care, have you a part
In the deepest emotions of my own heart
Tender with breezes caressing and whole
Alive with music, haunting my soul.

In my veins I've felt the mystery
Of corridors of time, books of history
Life songs of ages throbbing in my blood

Have danced the rhythm of the tide and flood

Your misty clouds, your electric storm
Were turbulent tempests in my own form
I've licked the salt, the bitter, the sweet
Of every encounter, of passion, of heat

Your riotous color, your fragrance, your taste
Have thrilled my senses beyond all haste
In your beauty, I've known the how
Of timeless bliss, this moment of now

Planet Earth, are you just
Floating by, a cloud of dust
A minor globe, about to bust
A piece of metal bound to rust
A speck of matter in a mindless void
A lonely spaceship, a large asteroid

Cold as a rock without a hue
Held together with a bit of glue
Something tells me this isn't true
You are my sweetheart, gentle and blue
Do you care, have you a part
In the deepest emotions of my own heart

Tender with breezes caressing and whole

Alive with music, haunting my soul.

Planet Earth, gentle and blue

With all my heart, I love you.

By Michael Jackson.

UNICEF

FACTSHEET: CHILD LABOUR

The facts

An estimated 246 million children are engaged in child labour. Nearly 70 per cent (171 million) of these children work in hazardous conditions – including working in mines, working with chemicals and pesticides in agriculture or with dangerous machinery. They are everywhere, but invisible, toiling as domestic servants in homes, labouring behind the walls of workshops, hidden from view in plantations. The vast majority of working children – about 70 per cent – work in the agriculture sector. Millions of girls work as domestic servants and unpaid household help and are especially vulnerable to exploitation and abuse.

Millions of others work under horrific circumstances. They may be trafficked (1.2 million), forced into debt bondage or other forms of slavery (5.7 million), forced into prostitution and/or pornography (1.8 million) or recruited as child soldiers in armed conflict (300,000).

Regional estimates indicate that: § the Asia and Pacific region harbours the largest number of child workers in the 5 to 14 age group, 127.3 million in total (19 per cent of children are working in the region); § sub-Saharan Africa has an estimated 48 million child workers. Almost one child in three (29 per cent) below the age of 15 is economically active; § Latin America and the Caribbean harbours approximately 17.4 million child workers (16 per cent of children in the region are working); § 15 per cent of children in the Middle East and North Africa are working; approximately 2.5 million and 2.4 million children are working in developed and transition economies respectively.



Appendix VI

Problems Facing Every Couple

The Girl: He doesn't let me talk (...) with other guys even my cousins, yet whenever I give him at college I found him joking and laughing with a b'unch of girls!

The Guy: I ~~don't want~~ her to have friends but she goes and makes new friends just to make me jealous.

The Girl: he doesn't know how to compliment me; he is not romantic at all and forces me to watch a horror movie whenever we ...we... whenever we go on date to the movies.

The Guy: she keeps asking me if she has dark circles, when I say nooo you look pretty she says I'm lying, when I say there ...there but they're very small, she ~~is~~ crying and claims I am insensitive and have no idea how to treat women.

The Girl: he keeps commenting and objecting on my outfit and makeup while I don't even know how many shirts he has

The Guy: she changes her outfits everyday and keeps winning about not having enough clothes

The Girl: his family consider me their (...) their daughter in law but don't get me wrong. This is only when they need me to do them favors.

The Guy: I hate it the most when she keeps (...) when she helps my family members and then keeps reminding me of her favor as if I was the one who asked me to do it.

The Girl: He does not stick to his words; I'm he ... I'm his last priority even when he comes back from his work which keeps him away for o... for over three months in row (long pause) by the way.

The Guy: Whenever I need to talk to her she says that she is busy studying, but whenever I'm studying or working she says that I'm a terrible listener and I don't stick to my words.

Passion is Key

Passion is key, I can still remember those words since the day my grandfather uttered them. Even since I was little; he always had the habit of telling me stories of long lives people

who chose to go after their passion. So , I grow up, with an infinite desire to discover mine and luckily after few years, I did ... it was writing.

Writing to me; has always been a landscape, it is there where I found solace and peace of mind, it ... it wasn't just a hobby to practice in spare time, it was a priority, a commitment and even an addiction. This passion is my sanctuary; I love to write I love tha' feeling of being able to vacate scattered emotions into vivid pieces of beauty and poetry.

I feel lucky to have found my passion, and even luckier for being this eager to pursue it.

Appendix VII

MARKS SHEET/Semestre /01

Groupe:05

N	Nom	Prénoms	Exam	Class.Eval l	Hom.Eval	Make Up
176	ABDELHAI	MOHAMED-ALI	00.00	00.00	00.00	
177	ABDI	SABRINA	00.00	00.00	00.00	
178	ACHARI	WIDAD	08.00	12.00	14.00	
179	AISSANI	MOHAMED AMIN	00.00	00.00	16.00	
180	ARGOUB	TAOUS	06.25	14.00	14.00	
181	AYAT	ZINEB	16.50	15.00	16.00	
182	BENKIRAT	KHAOULA	13.75	14.50	16.00	
183	BENRIG	ISLAM	00.00	00.00	00.00	
184	BISKRI	BOCHRA	00.00	14.00	16.00	
185	BOUFELFEL	SAMI	00.00	00.00	00.00	
186	BOUKHAROUBA	INSAF DJAMILA	18.75	16.00	16.00	
187	BOULBERHANE	GHAZLANE	00.00	00.00	00.00	
188	BOULIFA	SELMA	18.75	16.00	16.00	
189	BOUSEKKINE	MERWA	16.75	16.00	16.00	
190	BRAGHTA	MOHAMMED ISLAM	12.75	14.00	16.00	
191	BRAHMIA	ABDALLAH	00.00	00.00	00.00	
192	CHEBBABHI	AIDA	08.50	13.00	16.00	

193	DELADJI	YAKOUB	00.00	00.00	00.00	
194	DERDARE	RANIA	11.75	15.00	16.00	
195	DJEMIL	MOHAMED SAMI	00.00	00.00	00.00	
196	GOUADRIA	OUARDA	11.50	14.00	14.00	
197	HAMAIDIA	IMANE	11.00	14.00	14.00	
198	HAOUMA	FEDI	15.50	14.00	16.00	
199	KHADRI	ASMA	15.75	16.00	16.00	
200	KHALED	CHOUROUK	00.00	00.00	00.00	
201	KRIBES	INES	00.00	00.00	00.00	
202	KSOURI	YASSAMINE	16.75	16.00	16.00	
203	LAMMARI	ABDELLATIF	10.00	00.00	16.00	
204	MAHFOUDIA	MAISSA	13.75	14.00	16.00	
205	MEDKOUR	IBTISSEM	00.00	00.00	00.00	
206	MENAIAlA	NOUR EL IMENE	15.00	16.00	16.00	
207	MERZoug	BOUTHEYNA	09.00	14.50	16.00	
208	MOHAMED	AHMED ABDEL FATAH	00.00	00.00	00.00	

