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Ministry of Higher Education and Scientific Research
University of Abbes Laghrou Khenchela
Department of English



**The Effectiveness of Using Authentic Materials as a motivational Strategy to
Improve Learners Speaking Skills**
**A Case Study: First Year Students of the Department of English at Abbes
Laghrou University – Khenchela**

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Master's Degree.**

Submitted by (s):

- **Athmani Khadidja**
- **Djedaoun Miyada**

Supervised by:

- **Dr. Kefali Walid**

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Dedication

This dissertation is dedicated to the sake of Allah, my creator and my master. To my great teacher and messenger, Mohammed (May Allah bless and grant him) .To my homeland Algeria. To all the illuminating stars that had and will always shine leading me. To the Athmani and Boussalmi family members I dedicate this work to all of them. I dedicate my dissertation to my backbone in this life (My Father, My Mother, My Sisters and My Brother), whom without I would never have thrived. A special feeling of gratitude to my loving parents, Mohammed Cherif for supporting and encouraging me to believe in myself, Aida Boussalmi a strong and gentle soul, my source of inspiration and who gave me strength when I thought of giving up . This work is dedicated to my Secondary school teacher Belmekki Assma, for her help and endless support; her kindness will always be remembered.

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With Best Regards K. Athmani

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Abstract

The use of authentic materials in language teaching is supported by references and several language pedagogy experts in the process of language teaching when researching English as a foreign/second language. Such positive and supportive attitudes toward the use of such materials can be related to the many advantages in enhancing and developing learners' language proficiency. Furthermore, authentic materials work to intensify and develop learner's motivation to learn a second language. This research aims to investigate the effectiveness of authentic materials as a motivational strategy to enhance students' speaking proficiency in first year LMD students at the English department at Abbes Laghrour University of Khenchela. The study was performed via an online questionnaire submitted to EFL first year students in order to investigate and explore the different opinions about the use of the authentic materials to develop learners' speaking proficiency.

Keywords: EFL learners, foreign language learning (FLL), Speaking Proficiency, Authentic materials.

List of Abbreviation

EFL: English as a Foreign Language

LMD: license, master, doctorate

FL: Foreign Language

FLA: Foreign Language Acquisition

L2: Second Language

SL: Second Language

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1. Introduction

Under the cultural developments brought on by the globalization process, English has become the global language over the last few decades. For that reason, it is essential in all aspects of life; mainly education. As a result, learners of English as non-native speakers are seeking to enhance their communicative skills. Most teachers around the world believe that authentic texts or materials are useful to the language learning process as well as strengthening communication skills; however, when authentic materials can be introduced and how they can be used in an EFL classroom is less agreed. The present research is interested in explaining the significance and usefulness of authentic materials in improving spoken English language skills. Furthermore, it can encourage learners to study English as a foreign language.

Teachers, as part of the study, are also expected to make a real change in their teaching methods toward the use of authentic materials in assisting courses using traditional method.

1. Statement of the problem

The role of motivation in foreign language learning is a major element, and the method of teaching is considered at the heart of the teaching learning process. the more we encourage and motivate our students to research to communicate their information and share it with each other, the more independent they become . Furthermore , it has been found, based on the experiences of English students, that teaching English without the use of authentic materials does not attract and motivate students, and does not help them to achieve better results. We found that the most common challenge for teachers is that it is difficult to get students to use English orally, but it is much more difficult to get them to speak in a foreign language. . In this dissertation, the problem we face is the existing relationship between the use of authentic materials as a motivational strategy and the way

of improving the speaking skills of our students the precise question is: do our teachers use authentic materials as a motivational strategy to enhance the speaking students' ability?

2. Aims of the study

The current study aims at finding out that using authentic materials in the classroom as a motivational strategy has a great effect in enhancing (developing) the speaking proficiency of the learners in first year students at the English department at Abbes Laghrour University of Khenchela

3. Research questions:

The problem that emerges within this research is the existing of relationship between the use of authentic materials as a motivational strategy and developing students' speaking Proficiency, the questions are:

1. To what extent can the use of authentic materials improve students' proficiency in the classroom?
2. To what extent can authentic materials motivate the process of learning?
3. What are the challenges encountering learners of English as far as their speaking ability is concerned?
4. To which extent do students benefit and use authentic materials in foreign language to develop their speaking?

5. Significance of the study:

The main objective of this analysis is to explain the importance of authentic materials in foreign language teaching and their effect on students' speaking proficiency. This has a significant impact on everyday communication and the educational process. It is also important to investigate how many students, as part of the study, are expected to make a real change in their teaching methods toward the use of authentic materials, rather than assisting courses with the traditional method.

6. Research methodology

6.1 Choice of the method

According to the nature of our study, this work follows the descriptive, analytical and interpretive methods that are suited to determine and tackle the facts about the actual situation and the difficulties that students encounter while speaking English language. As well as, to clarify that the using of authentic materials is the best and the appropriate solution for promoting students speaking skills. We use mixed method which combines both quantitative and qualitative data. The data were gathered from students and teachers of English Department at Khenchela University.

We have used questionnaires for students as an instrument to gather data, as intended to gain a wide range of responses from a variety of the participants as well as it allows for easy comparison when analyzing the results and we can gain large amounts of data from using it.

5.2 Population and sampling:

In order to investigate the current problem, the research deals with random sampling of twenty students chosen randomly from the students of the First Year LMD at Abbes Laghrour University of Khenchela as target students as a population.

7. The organization of the research

This study is divided into three major parts. The first part is dedicated to a review of the literature, which is divided into two chapters. Although chapter one provides a general overview of authentic material, chapter two focuses on some techniques for teaching communication skills. The second part is dedicated to the functional part, which addresses

the presentation and analysis of the questionnaires as well as the observed findings. In the third part, there will be a discussion and recommendations based on the results.

Chapter One

An Overview of Authentic Materials in Learning Foreign Language

Introduction:

English has become an effective instrument for professional success all over the world; it is the language of all domains. As a result, the communicative approach provides opportunities for learners to effectively participate in real communication and skills and it implies that learners are expected to use the target language in regards to authentic materials, which helps them to strongly understand the language from its nature. In this chapter, we will shed light on the meaning of authenticity then the types of authenticity, we will discuss the definition of the authentic materials following by an explanation of its types, categories and the importance of authentic materials in teaching English as a foreign language in classroom., but first we will give general overview about them and identify some of their sources, then we will deal with their advantages and disadvantages as well as, factors to consider when selecting them. In the final, we will deal with their role in classroom on speaking skill.

1. Authenticity

1.1 Definition

Authenticity refers to the degree to which language teaching materials have the features of natural speech or writing, Trueness, realness, and genuineness are all synonyms for honesty, according to the Oxford Dictionary. Yet, Widows (1990) states that “The language presented to them may be a genuine record of native speaker behaviour, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse.” (p.45) . Consequently, he

distinguished between the terms "genuine" and "authentic"; he said that genuine is an example of native speaker language, while authentic is a native speaker response.

1.2 Types of Authenticity:

Breen (1985 cited in Mishan 2005, p. 16) distinguished four forms of authenticity, each of which has a common relationship and goes hand in hand with every language course. First, he said that text authenticity seeks to improve learners' authentic comprehension by using the authentic qualities of a given text. Authenticity of the learners, in that they have accurate explanations of the meaning inside the text, as native speakers do in the real world, because they discover the communication rules related to the language. Though authenticity of tasks denotes that target activities should engage the learners in authentic conversations, and authentic learning purposes.

2. Authentic Materials:

2.1 Definition of Authentic Materials

The term authentic materials have been defined by different researchers in different ways. According to Tomlison (1998, p. viii) we can recognize authentic materials' definition, "A text which is not written or spoken for language teaching purposes. A newspaper article, a rock song, a novel, a radio interview and a traditional fairy story are examples of authentic text." Bacon and Finnemann (1990) also state that authentic materials are those texts which are made by native speakers for non-pedagogical purposes. Nunan (1989, as cited in Adams, 1995) states that authentic materials are not always produced for the purpose of language teaching. Also, Hitler (2005, p. 04) Stats that, "Authentic materials are any text written by native English speakers for native English speakers." It is important to remember that when teaching a language, using authentic

materials actually means using examples of language created by native speakers for real-world purposes rather than language produced and designed specifically for the classroom.

2.2 Types of authentic materials

Teachers of foreign languages can gain several advantages from using various materials, and they can help them to present the lesson better and they can be highly motivated for the students if they are at the proper level for using them.

Such types of materials were divided into three major sections; the old, the new and the newest. For example, Trujillo, Turrecillas and Salvador (n.d, p. 2) found out that the first one contains the most traditional element in a language classroom, the text book, visual aids as well as hand-made materials. The Second is made up of an over-head projector, the suction player and the video camera and video player. Finally, the latter Section deals with the information and communication technologies which represent and the future of our profession. And then, the last Section discusses the information and communication technologies that reflect and will represent the future of our profession. According to Gebhard (1966 cited in Lingzhu & Yuanyuan, p. 3), authentic materials classified into three categories:

2.2.1 Visual aids

Visual aids are various and include the blackboard, the pictures, wall charts posters, painting and pictures from magazine..., they offer students chances to use language in interesting situations and can help them express their ideas.

2.2.2 Audio Materials:

Means any written material such as newspaper articles, movies advertisements, maps, comic books, and lyrics of songs. According to Jacobson, Degener, and Gates

(2003,) argue that, “preened materials used in ways that they would be used in the lives of learners outside of their adult education classes.”(p. 01

2.2.3 Audio and Visual Material

Including all materials that support or allow learners to see and hear the English language and how it has been created by its own users in a real-world context. Such as, TV commercials, quiz shows, cartoons, new clips, movies, professionally audio taped short stories and novels, radio ads, songs and sales pitches.

3. Advantages of Using Authentic Materials:

While the use of authentic materials in the classroom has become general practice during the last 30 years, the issue of authenticity has become one of the most contentious issues on the ground. However, the need or usefulness of authentic materials has been increasingly recognized especially in non-native countries as Algeria .According to different studies using authentic texts influences language learners positively; means that authentic materials use leads to oral language development (Bacon & Finneman, 1990; Miller, 2005; Otte, 2006; Thanajaro, 2000).

Other studies confirmed that using authentic materials has great influence on developing reading comprehension by presenting new words and expressions to students (Bacon & Finneman, 1990; Berardo, 2006). According to Omaggio Hadley (1993) and Rogers and Medley (1988), if students are to develop a functional proficiency in the language and to use the language communicatively in the real world, they must begin to encounter the language of that world in the classroom. Also, learners need opportunities to practice using the language to cope with everyday situations they might encounter outside the classroom. This is an advantage to incorporate authentic materials in teaching a FL and will actually lead to an increase in learners' motivation too. McNeil (1994) and Kilickaya

(2004) point out that the use of authentic texts is a way of increasing students' motivation for language learning since the students feel that they are learning the real language.

4. Disadvantages of Using Authentic Materials

The main criticism made to those materials is that they are sometimes too difficult for learners of a foreign language to access it. Authentic materials difficulties as mentioned, "the vocabulary might not be relevant to the student's immediate needs, which means that, vocabulary may not the needs of students, accents and dialect are varies in listening (Martinez , 2000, Para.6).

Scholars are opposed to using authentic materials. Clark (1983), for example, argues that authentic materials do not affect learning at all. According to Kilickaya (2004), authentic texts are random in terms of vocabulary, structures, functions, content, and length, posing a problem for teachers. Such problems also make it impossible for teachers to effectively integrate authentic materials into the curriculum. Finally, the advantages of using authentic materials in the FL classroom far outweigh the disadvantages.

5. Sources of Authentic Materials:

There are countless sources of authentic materials (whether spoken or written). Newspapers, magazines, television, animation, radio, literature, and the internet are the most important sources. While radio is simple to use, understanding its feedback is the most difficult for language learners. Since all nonverbal data is missing. Unlike radio, the pictures, movements, colors, and body language of TV and video enable learners to access nonverbal content. As a result, TV and video are easier for language learners to understand. Nonetheless, the internet is regarded as the most useful resource.

6. Selection of authentic materials :

According to Berado (2006) for the material to be effective, some criteria have to be taken in consideration:

6.1 Suitability of content: This suggests that teachers should choose materials that are important and can attract the attention of their students. It is necessary for teachers to know students likes and dislikes on authentic materials.

6.2 Exploitability: where teachers should determine the objective and skills to be learned through the use of materials, as long as enhancing student competence

6.3 Readability: This refers to the language's suitability in terms of structural and lexical complexity, as well as new vocabulary; the selected text should be suitable for the age, levels, needs and interests, it means that the material must be easy to apply with beginner EFL learners and we should applied it according to the learners needs (job, travel...)

6.4 Culture fitness: It is well understood that language and culture are closely related, and the understanding of one influences the understanding of the other. Since culture is a set of symbols that may refer to something ambiguous if they are not understood in their right cultural context, teachers should not see culture learning as a secondary aim.

7 Teachers' challenges with Authentic Materials:

7.1 The lack of Materials

Many issues arise as a result of a lack of materials in EFL classrooms and teacher's training. A teacher believes that the teaching of oral expression is too difficult due to the lack of text books, as an essential aid. Hewer and Davis (2002) points out that: most classrooms in our country are Still four walls, desks, chairs and board. Many teachers respond negatively to technology, arguing the failure of language laboratories..., but this

frustration was primarily due to human error, a lack of investment in training teachers how to use it, and a lack of creativity (as quoted in Trujillo, Turrecillas, and Salvadores, n.d.).

7.2 Time allotment

Another obstacle may hinder the teaching of Speaking Skill process is the time allocated to teach oral expression during the week is too limited especially, in the case of Khenchela University. The time allotted for oral expression is about two or three hours per a weekend only for first, second, and third year LMD, and suppose the number of students in the classroom are only thirty five students. By making a rapid calculation each student has only six minutes per week, and about twenty four minutes per month. To have this result supposing that all students speak equally, and the teacher listen only, but in fact, this cannot be true., we may speak less than two minutes per week. While others have no chance to speak without any doubt, the limited time can prevent the teacher, as well as the students because they may speak only in the test or the exam assessment and this is not enough.

7.3 The Size of the Classroom:

Classroom size is one of the biggest problems that teachers suffering from and it affects both learning and teaching process. Teachers cannot get and learn with their students, as well as students at the back cannot neither ask for nor receive the feedback because of noise. As Harmer (1998) states that: 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 sessions... Most importantly, big classes can be quite intimidating for

inexperienced teachers (p.128) .Another challenge for the teachers of oral expression is the large number of students

Conclusion:

In this chapter, we focused on the concept of authenticity, starting from its definition and types. Then we moved to the authentic materials, its categories, its advantages and disadvantages. We also highlighted the main sources of authentic materials, and how should be selected and used for better achievements. Then we shaded light on the challenges that face the teachers inside the classroom (lack of material, time allotment and the size of classroom...etc).

Teaching Speaking

Introduction

One of the main concerns of the most language teachers is how to help language learners to develop satisfying language proficiency. In this regard, speaking proficiency has received the greatest attention among both the language teachers as well as the language learners. As far as speaking is concerned, it is regarded as the major skill to be developed because it is necessary for displaying the language proficiency, learners are going to be put in situations where communication in English is needed, that is why the emphasis is mainly on speaking. In this section, light will be shed on the speaking skill with more details, including the speaking sub-skills, the phases in teaching speaking, demonstrating the oral communicative strategies, with some focus on speaking difficulties and finally, how to practice the speaking skill in the classroom.

1. Teaching speaking

1.1 Definition of the speaking skill

One of the simple definitions of language is that it is a tool of communication. One uses to express ideas, and vis-à-vis, know the others ideas. Speaking is one of the four language skills (reading, writing, listening and speaking). It is the means through which learners can communicate with others to achieve certain goals or to express their opinions, intentions, hopes and viewpoints. It is considered to be the most important skill as well as the most difficult aspect of language learning. Bygate (1987) defined speaking as a “popular” form of expression which uses the unprestigious ‘colloquial’ registers. It is in many ways an undervalued skill. Perhaps this is because we can almost all speak, and so take the skill too much for granted. Speaking is defined as an interactive process of constructing meaning that involves producing, receiving and processing information. Its

form and meaning are dependent on the context in which it occurs, the participants, and the purposes of speaking (Burns & Joyce, 1997).

Speaking has been recognized as very important, and also the crucial skill of all. According to Bahadorfa & Omidvar (2014), Speaking is a crucial part in learning and teaching the language, it's an art of communications and one of four productive skills, that must be mastered in learning foreign language. Good speaking skills are the act of generating words that can be understood by listeners.

1.2 Speaking sub skills

In developing learners' speaking skills, it is important to know that "speaking" is a very wide umbrella-term that refers to a number of sub-skills. Lackman (2010) suggested a number of speaking sub-skills that are essential for us to teach students specific speaking skills rather than just have them 'speak'. "By raising awareness of speaking sub-skills and providing classroom practice with them, we will be providing students with strategies to improve their communication outside the classroom, which is, or should be, the ultimate goal (Lackman, 2010, P. 2).

	Sub-Skills	
1	Fluency	Students practice speaking with a logical flow without planning or rehearsing.
2	Accuracy with Words & Pronunciation	Students practice using words, structures and pronunciation accurately
3	Using Functions	Students use specific phrases for purposes like giving advice, apologizing, etc.
4	Appropriacy	Students practice using language appropriate for a situation and making decisions about formality and choice of grammar or vocabulary
5	Turn-taking Skills	Students practice ways of interjecting, eliciting an interjection or preventing one
6	Relevant Length	Students practice speaking at a length appropriate to a situation.
7	7. Responding and Initiating	Students practice managing a conversation by making responses, asking for a response or introducing a new topic or idea.
8	Repair and Repetition	Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood
9	Range of Words and Grammar	Students practice repeating or rephrasing parts of a conversation when they suspect that what was said was not understood
10	Discourse Markers	Students practice using words/phrases which organize a talk (e.g. firstly, secondly, on the other hand, to summarize

Figure 1 Based on Lackman, K. (2010). *Teaching Speaking Sub-skills*

2. Stages in teaching speaking

I. Pre-speaking teaching phase

To guarantee a better procedure and gain better results, instructors must plan for all speaking activities. Instructors should have done simple activities before so the students will be ready and expect the speaking activities topics which would help them interact effectively (Stein, 2008, p. 6)

Pre-speaking begins before real speaking takes place. Students' experiences, Observations and interactions inside and outside of the classroom have an impact upon what they say and how they say it. Wong (1998) stated that “the pre-speaking tasks are designed to help students prepare for the speaking tasks “. Thus, this phase includes activities which expose students to the actual content; circumstances of the content, the way to express (talk/speak) this content to their audience, the perception and feeling of the two speakers. They are also exposed to the correct language forms they will use while practicing the activity. “The purpose of pre-speaking is to activate language, motivate speakers, prepare ideas, and help students bring their background knowledge (schemata) to the specific context of the lesson” (Ghaemi & Hassannejad, 2015, p.211).

Kayi (2006) introduced some of pre- speaking activities including discussion, simulation, role-play, story -telling, information gap, brainstorming, story completion, reporting and so on of the tasks

➤ Conversation:

Teaching conversation is a very important part of foreign language learning. The ability to communicate in the language clearly and efficiently contributes to the success of the language learners in school and later in everyday life. Thornbury (2007) mentioned that in foreign language classrooms conversations are considered to be not the result of language learning but rather the

context in which learning actually occurs. The teacher should create a classroom environment where meaningful communication takes place in order to develop basic conversational skills necessary for real-life. Teachers can come out with interesting, authentic and essential topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. As a start ESL teachers can relate the topics with students' interests before moving to serious topics like national issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

Milova (2015) explained the concept of teaching conversation as follow :

“ Teaching conversation “means to teach English learners to produce the language speech sounds and sound patterns; use word and sentence stress, intonation patterns and the rhythm of the foreign language; select appropriate words and sentences according to the proper social setting, audience, situation and subject matter; organize students thoughts in a meaningful and logical sequence; use language as a means of expressing values and judgments; use the language quickly and confidently with few unnatural pauses, which is called as fluency”

➤ **Discussion**

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. Teachers can come out with interesting,

authentic and essential topics that students can discuss or talk about especially in the target language. The related topics should be easy and understandable. For instance, teachers can relate the topics with students' interests before moving to serious topics like national issues or the world politics. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on.

➤ **Role play:**

One other way of getting students to speak is role-playing. Students pretend they are in various social contexts and have a variety of social roles. In role play activities, the teacher gives information to the learners such as who they are and what they think or feel. First, since they are entertaining, they motivate the students. Second, as Harmer (1984) suggested, they increase the self confidence of hesitant students, because in role play and simulation activities, they will have a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Ladousse (1987) highlighted some of the special reasons for using role-play activities as they help students use a range of functions and structures and the areas of vocabulary that have been already introduced. Also, Students are prepared for specific roles in their lives; work or travel in an international context. Role-play enables them not just to acquire set phrases, but also to learn how interaction might take place in different situations. Furthermore, role-play helps to overcome shyness by supporting students with the necessary tasks. In addition, role-play is also fun as students enjoy letting their imagination rip. Therefore, enjoyment automatically leads to better learning and make it more effective.

➤ **Simulations:**

These are very similar to role-plays but are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is

acting as a singer, she or he brings a microphone to sing and so on. These simulations entertain students, motivate them and increase their self-confidence.

➤ **Story –telling**

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have. Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening.

➤ **Information gap**

It is transmitting, communicating and sharing information that happen within organized activities in pairs, small or large groups. Information gap activities, which involve a transfer from one person, form, or place to another – generally calling for the decoding or encoding of information from or into language (Nunan, 1989, p.66).

According to Barton (2006), Information gap activities serve many purposes such as solving a problem or collecting information. They offer a chance to everybody to talk. Directions, describing, and talking about happy families are excellent topics for information gap activities (p. 43-44).

➤ **Brainstorming**

It is defined by McCune Alexander (2020) as “a learning activity in which students generate ideas around a specific topic of interest. it is an effective way to engage students in creative thinking “ (P. 105). The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas. (Kaufman & Wandberg, 2010, p.89).

➤ **Story completion**

This type of activities can be very fun for the learners. Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. First, Students sit in a circle to practice free-speaking activities. Then, the teacher starts to tell a story, but after a few sentences he stops narrating. After that, students structure the story. In fact, it is a good activity that introduces the student to the topic of the oral session.

II. Ongoing speaking teaching phase:

While speaking, the speaker must attend to such things as presenting a clear message, tone of voice, suitable vocabulary, possible responses, the environment, and nonverbal gestures. In this phase, students who have been supported collaboratively are more likely to have confidence to go public with their ideas and information. Speaking actively engages students in interactions with peers and other audiences. According to Eckert and McConnell-Ginet (2005), in order to interact with others, students need to engage in formal and informal speaking situations, depending upon their purpose for speaking.

• **Some purposes for speaking:**

- To express personal emotions and feelings
- To express thoughts and opinions as well as to argue logically and tactfully (Barras, 2006, P. 28).
- To tell a story (Schank, 1995 , p. 51).
- To inform, explain, persuade and demonstrate (Palmer, 2011, P. 13).
- To entertain or amuse the audience (Wood, 2010, p. 274)
- To describe people, event, places objects, or jobs (Jaffe, 2009, P. 291).

III. Post-speaking teaching phase:

By the end of the speaking activity, speakers may comment, answer questions, explain concepts, assess the process, summarize, and give feedback on the speaking topic. This phase Provides the chance for students to talk, write, or present in various ways their personal speaking strengths and needs (e.g., learning logs, teacher/peer conferences).

3. The difficulties that learners face with oral expression sessions

Learners often find some difficulties when practising the speaking skill, even those who know about the system of the foreign language. According to Ur (1996) there are four main challenges in getting students speak in the foreign language in the classroom.

- **Inhibition**

This problem reveals more when learners try to participate in the classroom but many factors stop them to do so. Therefore, the feeling of shyness and fear of making mistakes are due to the ill development of communicative skills and the feeling of linguistic inferiority. Ur (1996) stated 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 the attention that their speech attracts.” (p.133).

- **Nothing to Say**

Learners have problems with finding motives to speak, formulating opinions or relevant comments. The common expressions that are used by learners when they are imposed to participate in a given topic are: “I have nothing to talk about”, “I do not know”, “no comment”, “I have no idea” or they keep silent. These expressions are due to the lack of motivation in expressing themselves or the chosen topic they should discuss or talk about. Moreover, the poor practice of the second language can contribute to create this problem. Backer and Westrup (2003) supported the idea that many students find it

difficult to answer the teacher's questions in the target language. They may have only some ideas to talk about; they may not know how to use some vocabulary or they are not sure of the grammatical correctness.

- **Low Uneven Participation**

This problem is often caused by the tendency of some learners to dominate in the group. There are some students who tend to be dominant and take almost the whole students' talk time. However, others prefer to speak only if they ensure that what they will say is correct, and some others keep silent, show no interest or participation all along the course. Also, low participation is due to the ignorance of teacher's motivation too. If the teacher does not motivate his learners, the talkative ones also will show no interest. So, increasing and directing student motivation is one of the teacher's responsibilities.

- **Mother Tongue Use**

This problem particularly is common in less disciplined or less motivated classes, where learners find it easier or more natural to express themselves in their native language. According to Baker and Westrup (2003), "barriers to learning can occur if students knowingly or unknowingly transfer the cultural rules from their mother tongue to a foreign language."(p.13). Thus, the learners will not be able to use the foreign language correctly if they keep on being influenced by the use of their mother tongue. Lack of the vocabulary of the target language usually leads learners to borrow words from their native language.

Furthermore, Nunan (2003) claimed that people consider speaking to be more difficult than other skills mainly because it is a productive and spontaneous ability in which the speaker does not have enough time so as to correct the errors which may be included in a message. Richards (2008) mentioned that the lack of communicative strategies and the poor level of pronunciation are some of the most common problems found by learners. These issues are often caused by the little importance given to speaking skills, which are

not normally evaluated, the teachers' limited knowledge and the few opportunities in which students can actually practise their speaking skills into the classroom.

Pollard (2008) stated in his turn that speaking is one of the most difficult aspects for students to master. because they do not having enough exposure to English (environmental factor), infrequent English speaking practice in daily life (they could use the mother tongue to communicate, instead of using English), feeling shy and laziness to learn English. Many of students cannot speak clearly when they talk with foreigner because they don't know how to express what they want to say and how to say that. For it, they get a miss communication.

4. Teachers' Role in Speaking Activities

There is no doubt that having good English skill is a must for foreign language learners, particularly speaking since it is a basis for communication.

Teachers assert that among all skills, speaking is the most difficult for EFL learners; due to the lack of the exposure to authentic English environment, and the lack of self-confidence as well. Teachers have a significant role in teaching speaking. They do not only prepare the activities of speaking applied in the classroom, but they also sometimes get involved in the students activity. Some teachers get very involved with their students and want to participate in the activity themselves. There is nothing wrong with teachers getting involved, of course, provided they do not start to dominate.

Although it is probably better to stand back so that you can watch and listen to what's going on. Sometimes, however, teachers will have to intervene in some way if the activity is not going smoothly. If someone in a role play can't think of what to say, or if the discussion begins to dry up, the teacher will have to decide if the activity should be stopped because the topic has run out of the steam, or if careful prompting can get it going again. Harmer (2007) mentioned that there three roles of the teachers in speaking activities:

- a. Prompter: students sometimes get lost, cannot think of what to say next, or in some other way lose the fluency we expect of them. Teachers can leave them to struggle out of such situations on their own, and indeed sometimes this may be the best option. However, teachers may be able to help them and the activity to progress to offering discrete suggestions.
- b. Participant: teachers should be good animators when asking students to produce language. At other times, however, teachers may want to participate in discussion and role-plays themselves. That way they can prompt covertly, introduce new information to help the activity along, ensure continuing student engagement, and generally maintain a creative atmosphere.
- c. Feedback provider: when students are in the middle of a speaking activity, over correction may inhibit them and take the communicativeness out of the activity. When students have completed an activity it is vital that we allow them to assess what they have done and that we tell them what, in our opinion, went well.

5. Speaking strategy

Communicating in another language that is not our native language is a challenging task, especially if there is little knowledge of the target language; students feel limited to speak just with the vocabulary they have learnt. Bygate (1987) , mentions that one of the basic problems in foreign language teaching is to prepare learners to be able to use the language”(p.3) ; therefore there are some useful strategies that teachers could make his/her students use in order to apply them during oral activities and so students with the practice of these strategies could speak more and feel more confident..

Douglas (2007) proposed these speaking strategies so that students are able to communicate in an oral way:

- Asking for clarification (what?)
- Asking someone to repeat something (huh? Excuse me?)
- Using fillers (uh, I mean, well,) in order to gain time to process
- Using conversation maintenance cues (uh-huh, right, yeah, okay, hm)
- Getting someone's attention (hey, Say, So)
- Using paraphrases for structures one can't produce
- Appealing for assistance from the interlocutor (to get a word or phrase, for example)
- Using formulaic expressions (at the survival stage) (how much does _____ cost?
How do you get to the ___?)
- Using mime and nonverbal expressions to convey meaning
- Circumlocution is another strategy which was used by Mendez and Marín (2007, p.78) and it was added to the four specific strategies taught during this research.
- Circumlocution which is the use of a synonym or a descriptive sentence for unknown words. For instance. An item you use to sit down (chair)

The Process of Motivation

Motivation is an important factor in academic success. All of scholars agreed on the fact that motivation is the most important cause in students' success or failure when students are motivated to learn academic achievement is significantly increased. motivation is what gets and pushes a person to do things, and each person has something to do in his/her life starting from simplest acts like eating which is motivated by hunger to the more complex act like learning process. Harmer (2001) stated that it is some kind of internal drive which pushes someone to do things in order to achieve something "(p.51).

Motivational strategies give the teacher a practical approach to sustain the learning process. More importantly, Dornyei (2001) stated that " Motivational strategies are

techniques that promote the individual's goal-related behavior...Motivational strategies refer to those motivational influences that are consciously exerted to achieve some systematic and enduring positive effect (P. 28).

The use of motivational strategies lead to greater interest in creating the basic motivational conditions especially ,the teachers' creation of a pleasant atmosphere because this helps to bring the contact to classroom and ultimately makes learning and language more meaningful through focusing on enhancing the learners' attitudes . Thus, they develop their self- confidence in various communication tasks also the teachers make materials relevant to the learners' level to become gradually autonomous, increating the basic motivational conditions.

Conclusion

All in all, the teaching of speaking is having high concern in many language programs and teaching strategies cannot be denied as a factor influencing the teaching outcome. Speaking, as a productive skill, is a very important process that helps to evaluate learners' proficiency in the target language. Thus, learning to speak entails learner's engagement in communicative situations so that they will activate their speaking capacity.

Chapter two

Exploring the Effectiveness of using authentic materials to enhance The Speaking Skills of First Year Students of English

1. Introduction

In this chapter we present the research design and methodology of our study. The study aims exploring the use of authentic materials on learner's speaking development. As well as investigating their role to strengthen the speaking proficiency of the First year students of English. To achieve that, We have tried to explore how do first year students of the University of Abbes Laghrour perceive learning English through the integration of authentic materials, and how do they consider the effects of using them on achieving better results in their speaking skills.

2. Method of the study

To identify the effects of authentic materials on learners speaking proficiency, we have used methods that enable us to achieve our research objectives. Two methods are combined together: descriptive method and analytical method that is suited to determine the facts about the actual situation (the difficulties that students encounter while speaking the English language) and to clarify that the using of authentic material is the best and appropriate solution for promoting students ' speaking skill. Thus, in our study we use mixed method that combines both quantitative and qualitative data.

3. Sample of the study

Due to the unprecedented challenges the world has faced as a result of the Covid-19 pandemic, this research has unfortunately been coerced into making major unwanted, yet necessary changes.

Our participants are selected by using simple random sampling. The sampling concerns only 20 first Year Students of English from a population about 100 students due to the absence of the majority of the students . Therefore, First year students are chosen as they become to some extent familiar with English as well as to give them the opportunity to express their attitudes learning with authentic materials and the difficulties they encountered in speaking English during their first year at the university of Abbes Laghrour and whether they consider authentic materials as an effective tool to develop learning speaking proficiency. Their perspective is of immense importance; therefore their answers are much needed

4. Data gathering tool

We used a questionnaire to collect data from our study subjects. The questionnaire was distributed to twenty First year students from the English department. It consists of eleven questions included both open and close- ended questions.

The objectives of the data gathering tool depend on the overall objective of our research. It aims at seeking, discovering, and understanding how an authentic material affects student's development in learning English. This questionnaire was administered online in the last week of the second semester; the students cooperated and collaborated kindly in answering the questionnaire

5. Description of the questionnaire

Students' questionnaire consists of eleven questions including both open and close- ended questions. Moreover, it provides a free space for the student's personal suggestions, requiring from them to choose (yes) or (no) answer, or pick up the appropriate answer from a list of choices; centering on their difficulties to learn the English and master the speaking skill.

The questionnaire is divided into sections and those latter state nearly the same themes described in the theoretical part of our study.

The first section consists of five questions centering about the theme of the authentic material. The questions aimed at gathering information about the student's background knowledge and their personal impression, attitudes and feelings towards the use of such materials inside the classroom. Furthermore, the difficulties they encounter when dealing with the materials presented.

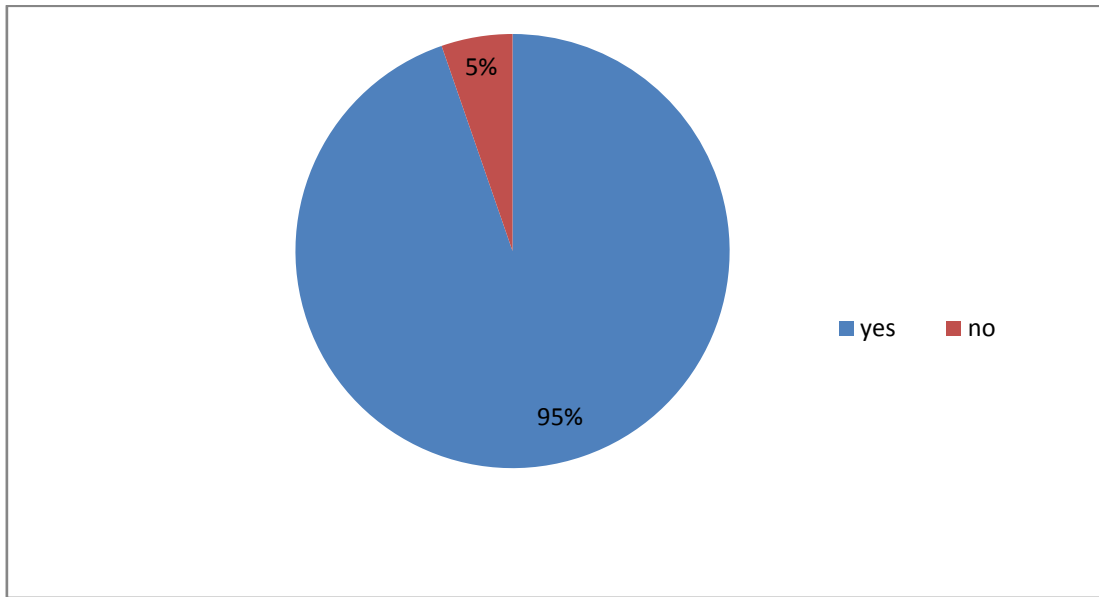
The second section includes four questions which tackle the speaking skill, as they seek to give the students the chance to evaluate their own speaking skills, and to shed the light on the different types of difficulties they face in their speaking performance.

The third section consists of two questions focusing on the relationship between using authentic materials and the development of the speaking proficiency of the learners. This section seeks to understand to which extent the use of authentic materials strengthen the acquisition of the speaking skill. Moreover, it gives the chance to the learner to explain their own view about the materials that should use in English language classroom and how it affects the development of their speaking.

6. Analysis of the student's questionnaire

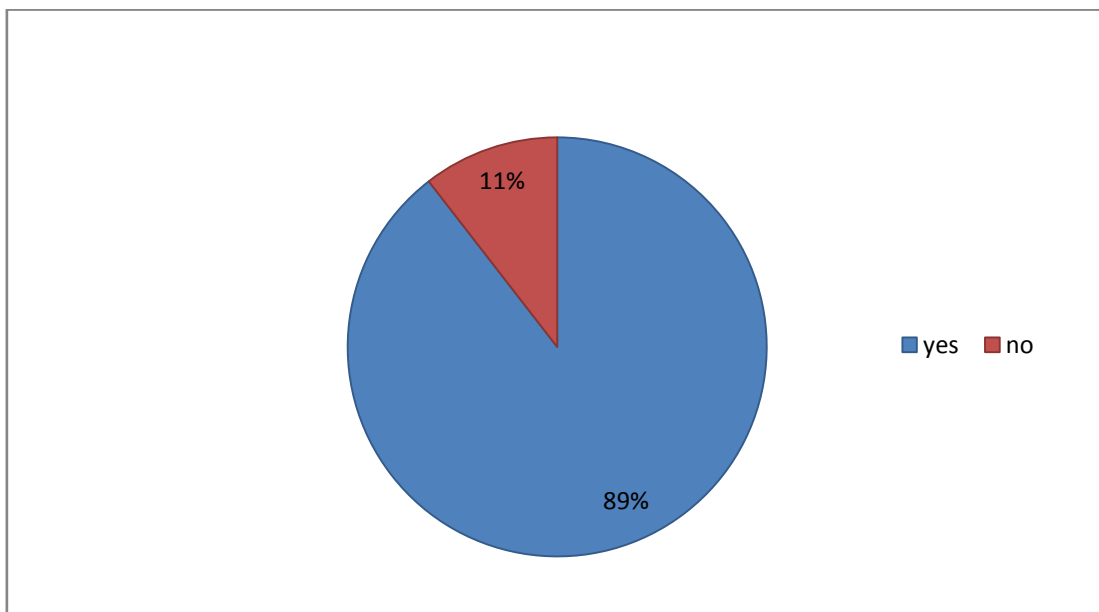
a) Section one: Authentic Materials

Q1: Do you know what authentic materials are?



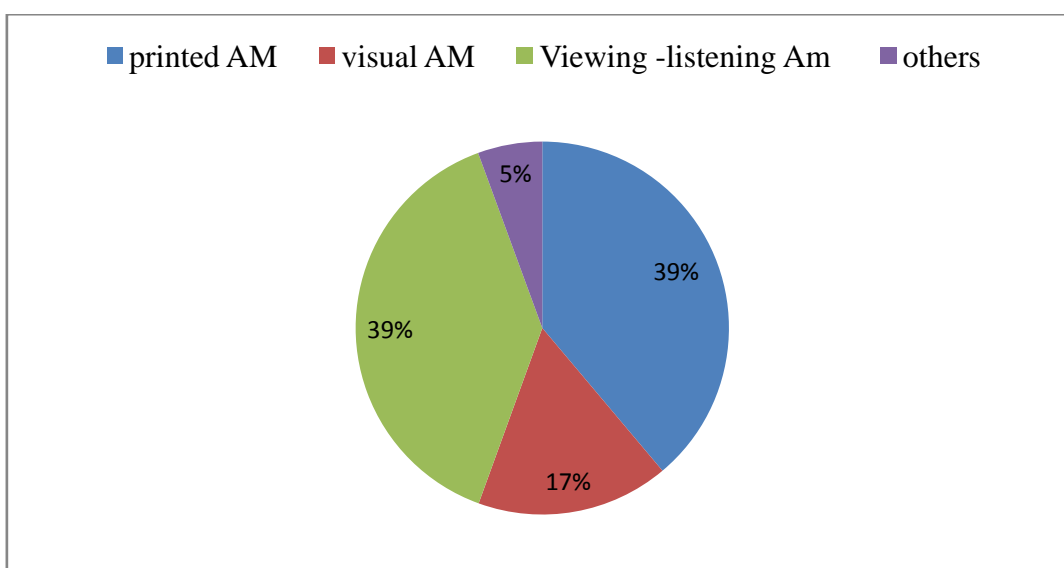
Before asking them what they think about authentic materials, they were asked if they know what the concept of authentic materials is. As shown from the pie chart that the majority of students (95%) declared that authentic materials is familiar teaching equipment, whereas, the rest reported that they do not know what authentic materials are as a concept.

Q2: Do your teacher use authentic materials in class?



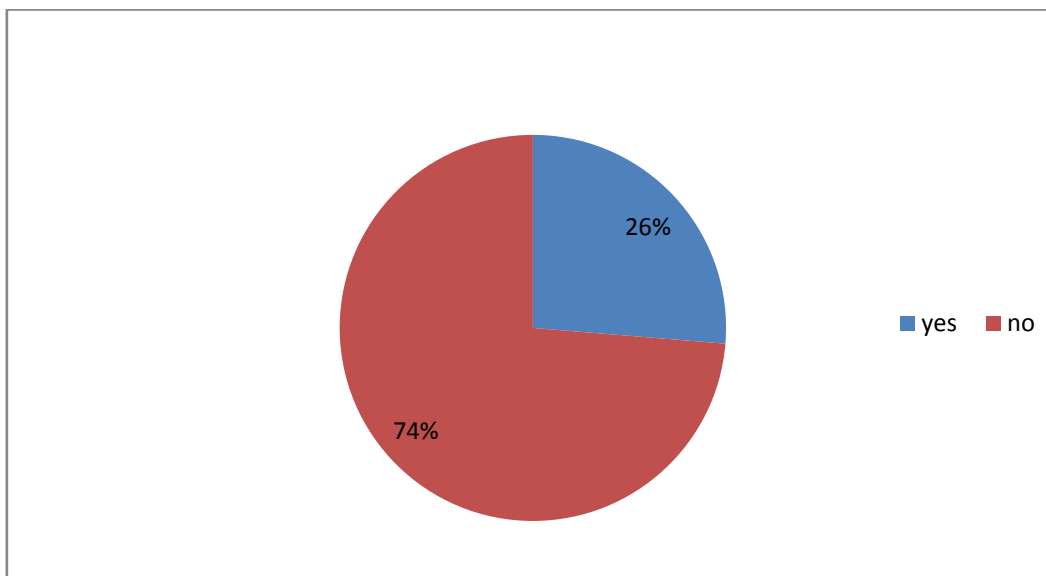
This question aims to investigate whether teachers use the authentic materials in the session. As it clearly observed from this pie chart (11%) participants stated that their teacher do not use authentic materials, it may refer to their inability to use authentic materials, the highest percentage is that of learners (89%) who argued that their teachers use authentic materials. This refers to the teachers' attention of enhancing their students English language levels.

Q3: which kind of authentic materials do your teachers often use in classroom?



As it is noticeable in the above pie chart that printed authentic materials and visual-listening authentic materials deserved first rank with the highest percentages (39%) it seems to be the common and the most used teaching materials, the second one with the proportion (17%) their answers are visual authentic materials and only (5%) said other materials.

Q4: do you encounter difficulties when dealing with the materials presented to you?.



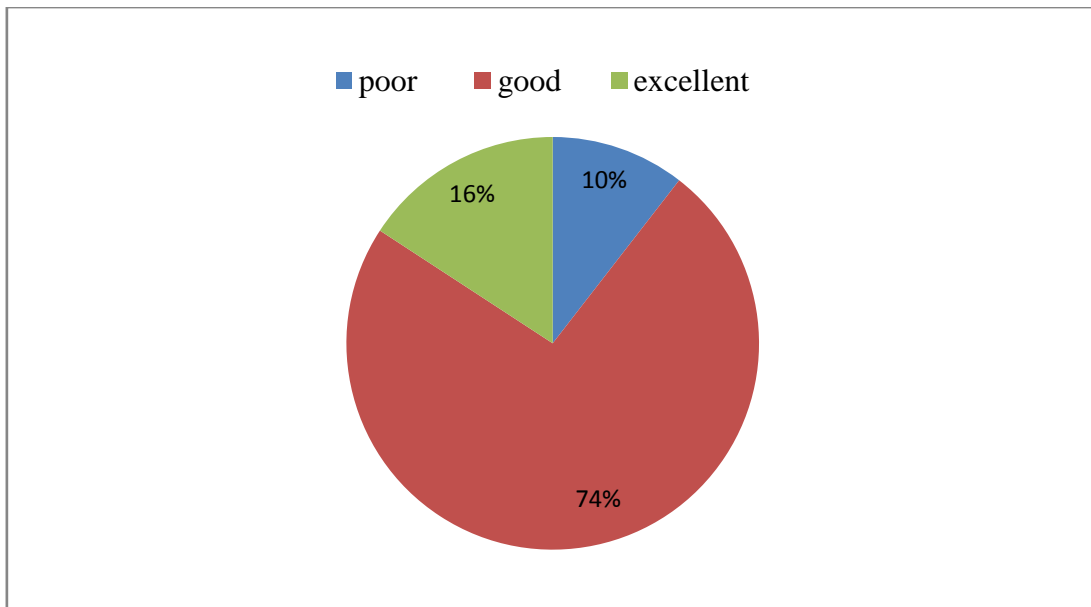
The pie chart shows that, the majority of participants (74%) claimed that they do not encounter difficulties with the authentic materials presented to them. Only (26%) of participants said that they really face some problems with these teaching materials.

Q5: If yes, which difficulties have you met when studying such materials?

After we know students difficulties when dealing with authentic materials, we have asked them this question to determine these difficulties .The participants justified their difficulties as a result to the complex language and difficult understanding. Two participants stated their difficulties because of the variation of accents, dialects and bad quality of listening equipments while they listen. And just one student who state that his difficulties refer to the speed in which native speakers' speak makes some words and their meaning unclear and other one found that the difficulties in understanding new vocabulary.

Section two: Speaking Skill

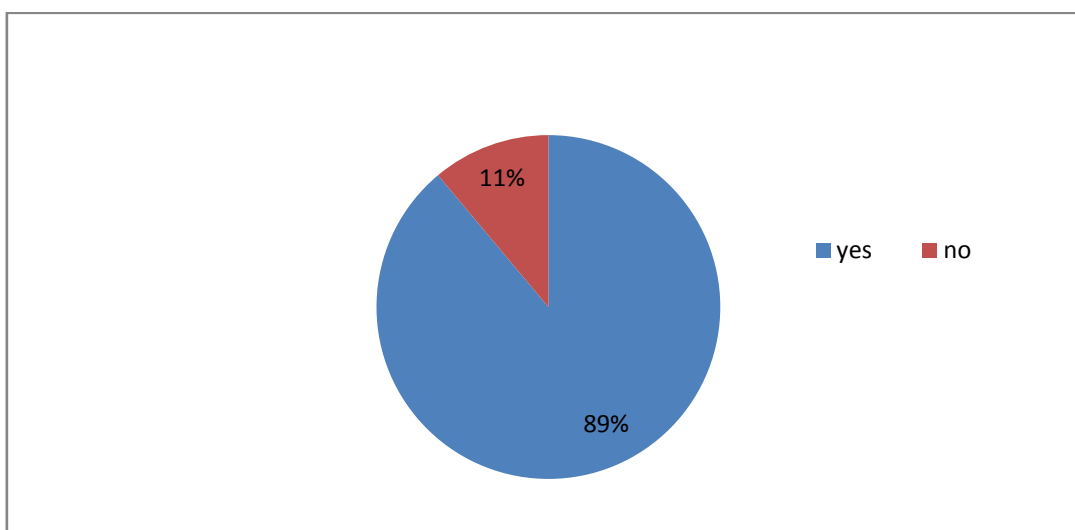
Q1: How do you consider your speaking performance?



By asking this question, we wanted to have students' evaluation to their speaking performance level. The findings illustrate that the majority of first year students consider their speaking ability as "good", this represents 74%. However (27%) of the students opted for their considerations of the speaking ability to be "excellent". On the other hand, only (10%) of the students opted for "poor" this represents their considerations towards the speaking ability based on the evaluation of the first Semester.

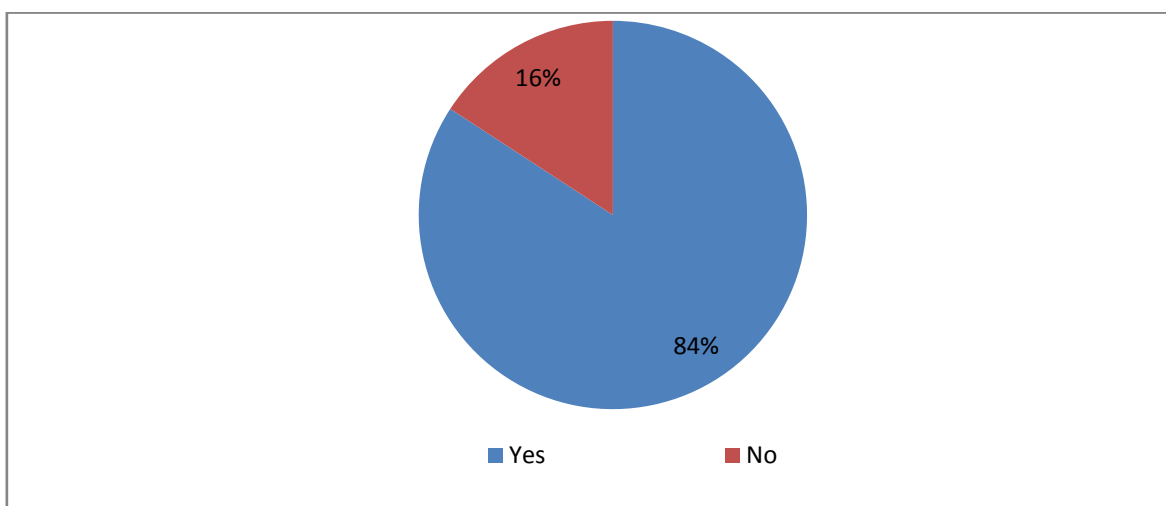
Obviously, this based on the pronunciation of each student, and the level of accuracy/ fluency and their practice of the language.

Q 2: Has your English improved through the use of authentic materials?



From the above results we can state that the majority of the students appreciate the use of authentic materials to enhance their speaking. Therefore, we notice that 17 students (89%) stated that their speaking was developed by the use of authentic materials. Whereas 03 students (11%) think that, the use of such materials did not really help them to enhance their speaking proficiency

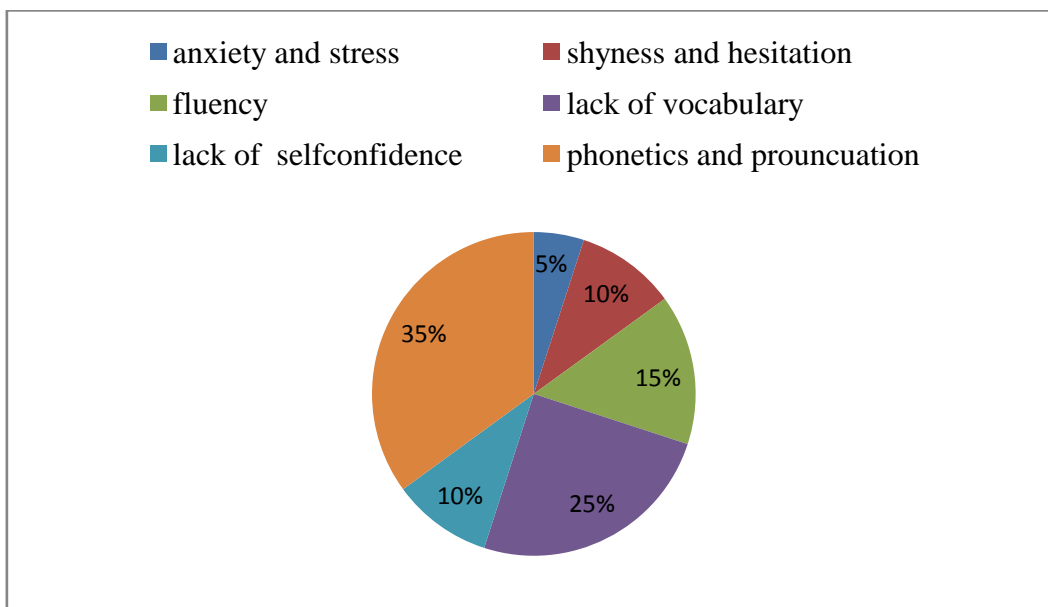
Q3: According to you, do EFL students face difficulties in speaking?



Concerning the students speaking difficulty (16%) of participants stated that they have no difficulty in speaking. However, (84%) of them reported that they really face

difficulties when they speak English language, and they state their difficulties in the next question.

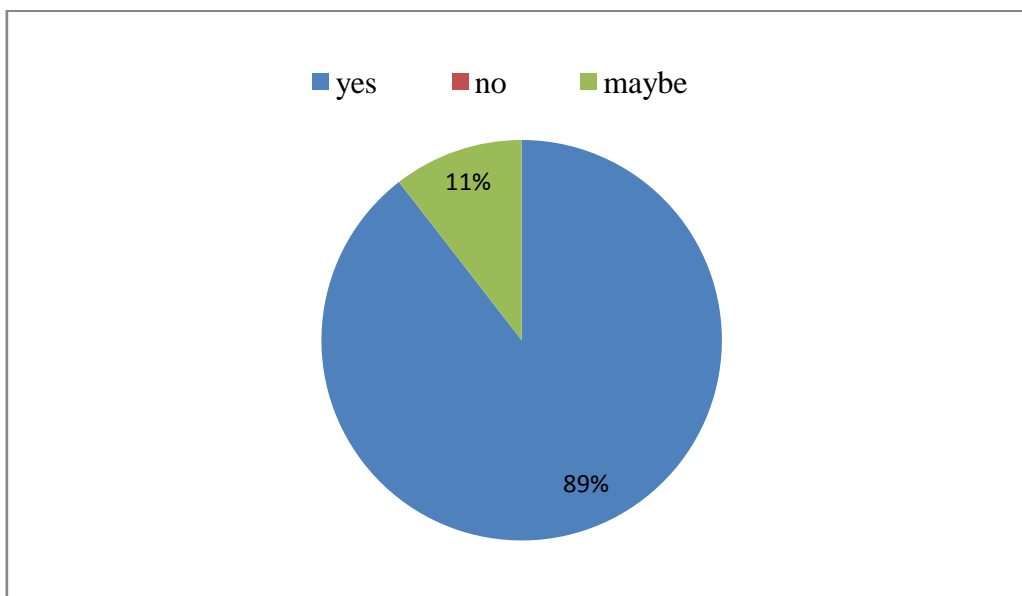
Q4: If yes, what type of difficulties do they face in speaking?



The proportion of (84%) who claimed that they encounter difficulty while speaking were asked again to determine the factor causing these barriers, the results seeing as above. As noticeable from the pie chart above, the most of proportion of students' speaking difficulties encountered in pronunciation and phonetics. The second, it represents in lack of vocabulary (25%). (15%) have difficulty in fluency. The same percentage for those who have difficulty in both lacks of self confidence and shyness which represents (10%). Whereas, the rest of participants (5%) claim that they have a difficult as anxiety and stress when they speak in public.

Section Three: The Effect of Using Authentic Materials on Speaking Development

Q1: Do you think that the use of authentic materials affects foreign language learning especially the development of the speaking skill?



The findings reveal that the majority of the first year students think that the use of authentic materials helps them to improve their speaking ability this represent (89 %) of the whole sample, the rest (11%) of Students said maybe.

Q2: If yes, would you please explain how can the use of such materials affect the development of the speaking skill?

All students who their answers are yes, asked to justify their answers. Some participants claimed that the use of these materials gives a good opportunity to the students to be familiar with the foreign language in its naturalistic way. Moreover, they reduce time and energy. Others said that it affects them positively, where they will right pronunciation, spelling and meaning.

Another group of students said that using authentic materials fosters learners' speaking skills by helping them understanding how language works in real world and how

it can be used properly in communication and motivates learners to communicate as well...etc

Discussion of the results

Building on the results mentioned above, this section focuses on the principles of the research objectives, in the pursuit to investigate the use of authentic Materials to enhance the speaking proficiency

The analysis of student's questionnaire allowed us to make a summary about the First year of English students 's needs in Khenchela University as well as their opinions and attitudes towards the use of authentic materials as a learning aid in improving their speaking skills .Furthermore, depicting the difficulties that face them in learning English as a foreign language. So we are going to discuss the result of the questionnaire of the students.

From the analysis of the results of the questionnaire, we deduce that the great majority of students are aware of what an authentic materials are, and appreciate learning with authentic materials, and consider them as an interesting and more encouraging tool since they want to be closer with the native speakers' language. Using them allow the learners to acquire a new vocabulary as well as mastering the pronunciation of the English language by their own.

According to the result of the questionnaire, the majority of the students reported that authentic materials are used by their teachers inside the classroom and they are both beneficial and vital in motivating them, as they contribute greatly to the enhancement of students' fluency, accuracy, and self confidence. The informants agree on the fact that the use of authentic materials can facilitate the acquisition of the language. Thus, they create a bridge between classroom and real world. Gebhold (2009) claimed that "authentic

materials are used to contextualize language learning. Therefore, the learners will feel they are learning in a native environment”.

The findings show also the difficulties that face students both in speaking and when dealing with the authentic materials presented inside the classroom, due to their language difficulties, Richard (2001) confirmed that “authentic materials often contain difficult language, unneeded vocabulary items and complex language structures. They often contain language that may be beyond the learner’s abilities” (P. 253). Moreover , the participants pointed out that a number of factors , such as lack of vocabulary items , understanding problems , hesitation and others, can, in fact, affect the learners’ speaking proficiency (**Question 5**) . A percentage of about **85%** answered “Yes” when asked if they face difficulties in (**Question 08**). The majority of the students supported the importance of the skill in second/foreign language learning and mainly in speaking skills’ development and improvement. They unanimously agreed, however, that other factors such as anxiety and stress, lack of vocabulary, fear of negative feedback, play also a central role in either developing or hindering EFL learners’ speaking proficiency.

It is concluded through the data collected via the students’ questionnaire that having engaged with authentic materials inside the classroom could really help students to gain more knowledge and develop their speaking abilities as well as increase their comfort level and self-confidence.

Suggestions

As a research requirement, we suggested some teaching implications aiming at bringing the authentic materials back to life. We hope that suggestions proposed in this work will be helpful for raising teachers’ awareness about the importance of authentic materials as a valuable tool within English foreign language

- Since the majority of students appreciate learning with authentic materials, the latter effected positively the classroom environment from inert into more dynamic.
- Authentic materials should be used in accordance with students' abilities and levels and meet their needs. Therefore , teachers should use a variety of authentic materials, with different activities and grouping work to meet all students' capacities
- teachers should use the appropriate tricks and methods that help them making students motivated towards learning and that requires a regular practice either by using authentic materials or by interacting with people outside the class especially native speakers on the net .This practice allows students to produce the language as accurate as possible in a fast way.
- According to Savignon (2008), learner's interest, is another factor that contributes to fear reduced learning, it is another major facet of learner need that a teacher should take into consideration. The topics of teaching materials , for instances , and the types of the tasks , the use of authentic materials ought to be relevant to learners interests (P.141)
- Furthermore, teachers should know that their authentic use of English plays a great role to the interest of learners. This requires more frequent use of English inside the classroom rather than Arabic or French or any other language. Because learners feel more attracted to those teachers with good "pronunciation" and mastery of language.

Finally, the majority of the students appreciated learning with authentic materials, they really seem to have enjoyed it and felt interested in learning using them. To sum up, teaching EFL learners using authentic materials strengthen them to improve their speaking skill.

Conclusion

All in all, the present paper was set to investigate a long debated question in the field of second/foreign language learning. The study focused particularly on the development of a specific skill rather than the language as whole and the effect of using authentic materials as a tool to develop the speaking proficiency of the learners. Many points and areas had to be tackled first. Since the authentic material is the focus of this work, a thorough explanation of it was given in the first chapter, where many definitions by numerous linguists were provided as well as their types, advantages, criticism and their sources. Moreover, the selection of the authentic materials was covered. In the second part of the theoretical chapter, we tackle teaching Speaking in which we define speaking, and its main sub skills and stages, also we dealt with the difficulties that learners encounter in speaking and the teacher's role in speaking activities. In addition, we cover the different strategies to teach speaking and their importance in EFL classrooms.

The second part of this research, which is the practical, was about collecting data in hope that the new findings will help answer the research questions and confirm or reject the effectiveness of authentic materials in learning speaking. A questionnaire was submitted online to twenty first year students of English of Abbes Laghrour. Thus, this part seeks to explore the fact that authentic material's use could enhance students' speaking. The researchers deal with describing the sample for first year students; then, description of the questionnaire as a data Collection tool.

The third chapter attempt to interpret the finding obtained from data analyses which is illustrated in the second chapter .For instance, the researcher added some suggestions and for both teachers and learners concerning the importance of speaking Proficiency in developing students skill.

All in all , the findings of the current study confirm that using authentic materials for teaching speaking, in EFL classroom is effective. Furthermore, the question of the research was ultimately answered, for the majority agreed that authenticity is vital. It must be stated, however, that all participants agreed on one crucial point which is that many other factors contribute to helping or hindering EFL learners speaking proficiency and that one must take all factors into consideration

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Appendix

Students' Questionnaire

Authentic materials are texts produced by native speakers. These materials reflect the real world language. Such materials include TV commercials, films, news items, weather forecasts, radio talks, interviews, articles, advertisements, and application forms ...etc.

Dear colleagues,

This questionnaire is part of a research project. It is primarily addressed to first year students of English at the university of Abbes Laghrour – Khenchela, in the academic year 2020-2021. You are kindly invited to fill in the present questionnaire. Your reply will be anonymous and data will be used for research purposes only. Would you, please, put a tick (✓) where applicable or provide full statements where necessary.

Thank you in advance for your cooperation

1. **Do you know what authentic materials are?**

Yes

No

2. **Do your teachers use of authentic materials in class?**

Yes

No

3. **Which kind of authentic materials do your teachers often use in classroom?**

a. Printed authentic materials

b. Visual Authentic Materils

c. Viewing –listening authentic matls

d. Other

4. Do you encounter difficulties when dealing with the materials presented to you?

Yes No

5. If yes, which difficulties have you met when studying such materials?

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6. How do you consider your speaking performance?

- a) Poor
- b) Good
- c) Excellent

7. Has your English improved through the use of authentic materials?

Yes No

8. According to you, do EFL students face difficulties in speaking?

Yes No

9. What type of difficulties do they face in speaking?

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10. Do you think that the use of authentic materials affects foreign language learning, especially the development of the speaking skill?

Yes No

11. If yes, would you, please, explain how can the use of such materials affect the development of the speaking skill?

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Thank You.