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**Using Authentic Materials as a Motivational Strategy to Enhance
Oral Proficiency: The Case Study of Second Year 'License'
Students at Tlemcen University**

Dissertation submitted to the department of English as a partial fulfilment of the requirements
for Master's degree in Didactics of Foreign Languages

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DEDICATIONS 01

To my dear parents

The ones who scarified their time their life to help me reach this position

To my lovely sisters

The ones who were my right-hand in this journey

To my dear teachers

The ones who taught me not only school lessons but life lessons

To my friends and my family

Thanks to everyone who were supportive, even with a smile

To the strange girl

The one, who supported me with sharing her prior knowledge to enlighten my way, thanks girl from master 2 for your guidance and your help

(May Allah bless you and keep you safe)

Chaimaa

DEDICATIONS 02

To my lovely parents

Thank you for helping me to shape my life with positivity and love

To my dear sisters

The ones who may not be always by my side, but they are always in my
heart

To my modest teachers

I will be always thankful for all the efforts and hard work you have put in
for educating me

To my friends and my family

Thank you for being there for me and supporting me

To my best friend and my research partner

This work could not be accomplished without you, thank you for always
inspiring me, my dear friend you are a great source of inspiration for me

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Abstract

Language understanding does not only involve knowledge of grammar, phonology and lexis, but also the mastery of oral skills (speaking and listening). With communicative language teaching, a new teaching method using audio tapes, videos and texts targeting native speakers i.e. ‘authentic materials’ emerged. The purpose of the present dissertation was to explore the utilization of the new orientation as a motivational strategy to enhance the Algerian EFL students’ oral proficiency. To reach this former aim, a case study based its investigation on second year EFL “License” students in the English Department at Abu-Bakr Belkaid University-Tlemcen. It included five (5) groups which represent 203 of EFL students and five (5) teachers of Oral Expression Module. Various instruments were used to collect data i.e. teachers’ interview and classroom observation .In the same vein, the gathered information had been analyzed using the mixed approach. The qualitative and quantitative interpretation of the results revealed that most EFL students at Tlemcen University showed a welcome acceptance toward using authentic recourses as tools to better their oral performances at oral sessions. In the same line of thought, the majority of EFL teachers holds a positive attitude toward the use of the genuine materials and considers it as creative technique which makes them closer to native speakers for enhancing their students’ listening and speaking.

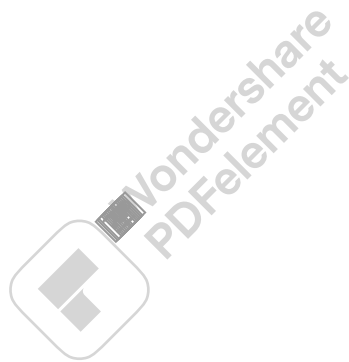
Key words: authentic materials, oral proficiency, EFL learners.

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List of Acronyms and Abbreviations

EFL: English Foreign Language

ESL: English for Second Language

ELS: English Language Students

FL: Foreign Language

T1: Teacher One

T2: Teacher Two

T3: Teacher Three

T4: Teacher Four

LMD: License , Master , Doctorate

VHS: Video Home System

CDs: Compact Disc

DVDs: Digital Versatile Disc

Apps: Applications

USA : United states of America

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GENERAL INTRODUCTION

General Introduction

General Introduction

Authenticity has become a significant issue in teaching the English language. It has been represented as an emotive concept in almost all controversial topics. Therefore, classroom activities urged to be paralleled to the real world as early as possible. In view of the fact that, language is a tool of communication, methods of teaching should be based on the real-life culture of the target language .As a reaction to this notion, Communicative Language Teaching has introduced a set of authentic sources i.e. authentic materials as a natural tool to trigger and reinforce learners 'language acquisition process.

In this context, many researchers have contributed in their attempts to provide a logical understanding of the former innovative method and its effectiveness on both English language teachers and learners. Recently, authentic materials have been widely refer as simple text, audio, video which have been produced for native language speakers .Furthermore, it aims at offering more real environments to the learners where it supposed to enhance their oral skills. It is highly recommended for English as a Foreign Language teachers and learners to embrace this teaching means for the sake of interacting as well as ameliorating their communicative competence.

In the same respect, the implementation of authentic materials in oral expressions in Tlemcen University plays a crucial role in enhancing students' oral proficiency whether authentic print materials or audio-visual materials .It is the key to solve the obstacles that encounter the EFL students in their daily life .The fact is that with overreliance on non-authentic materials in the EFL classroom, students find serious hardships in mastering spoken English .Additionally, they are exposed to non-native speakers which makes them vulnerable to learn and imitate the language with mistakes and errors .After all, listening and speaking skills are what matters in improving and developing students' oral performance .Hence; they should be exposed to authentic materials to assist themselves during the learning process .

The present study is intended to explore the extent to which the theory meets the practice in the English Department at Tlemcen University, particularly, Second year EFL students. This present research aims at investigating how useful is the authentic

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materials in developing EFL students listening and speaking skills. It explains which type of authentic materials can be more beneficial for the sake of improving both fluency and proficiency .In the same context; it explores teachers' behavior and reaction while using authentic materials as a motivational strategy in EFL oral classes. Therefore, some recommended solutions will be suggested so that the former materials will be more prevalent in the Algerian EFL classrooms.

As a result, the researchers strive to answer the following questions:

1. Does the use of authentic materials improve the Algerian students' oral proficiency in the EFL classroom?
2. How can the use of authentic materials enhance students' oral proficiency?
3. What are the teachers' attitudes toward using authentic materials as a motivational strategy in EFL classes?

The former questions has led to the formulation of three hypothesis

1. Exposing the Algerian EFL students to authentic audio-visual materials strengthen their oral proficiency.
2. Authentic materials help enhancing the students' participation and motivation in oral expressions session as they feel that they are learning the real language, students learn the language better when the teachers use authentic materials as teaching aid.
3. EFL teachers hold a positive attitude toward using authentic materials as a motivational strategy in EFL classes.

In fact, the eagerness to reach the previously set objectives drives the investigators to design an exploratory case study research dealing with second year EFL students at Tlemcen University .This present case study, is going to collect both numerical and non-numerical statics using quantitative and qualitative approach from different resources: primary data or secondary data, this process of gathering information will rely on multiple research instruments such as teachers' interview and classroom observation . The findings will be interpreted on the basics of the mixed approach.

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To carry out this current case study, the researchers have divided the present inquiry into two chapters .the first chapter deals with literature review on authentic materials than provides some theoretical backgrounds on the issue . It seeks to identify the interrelationship of the oral proficiency and the authentic materials in EFL oral classrooms. The second chapter consists of two parts: the first part deals with research design and accurate description of data gathering protocols in addition to the research tools. The second part of this chapter is devoted to analyze data using the mixed approach .Moreover, it strives to either confirm or disconfirm the research hypotheses. After that, the researchers have summarized the main findings in addition to the suggestions and recommendations that could be taken into consideration by future researchers.



Chapter One



Chapter One: literature Review

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1.1 Introduction

At the outlet of this chapter, the researchers shed light on using authentic materials as motivational strategy to enhance oral proficiency in English Foreign Learners classrooms. In fact, this present chapter to some extent is a theoretical part; hence, it deals with definition of authentic materials with its types, advantages, disadvantages, sources, selection and application. Besides these concepts, the researchers also mention the definition of non-authentic materials with its shortcomings and strengths.

This present chapter provides an extra glimpse about the importance of oral proficiency, i.e. listening and speaking which are two essential oral skills that should be enhanced through implementing authentic materials in EFL classrooms. Furthermore, it shows <multiple strategies of oral English development in addition to the way of assessing learners without obstacles.

1.2 Definition of authentic materials

Teaching materials is one of the weapons that the teacher armed with in his academic career for the purpose of teaching a foreign language. It helps the teacher to support his lessons and to impart the knowledge in a complete way to the students. Therefore, the purpose of learning a foreign language is to help the learners to practice their language in the real-life situations. Hence, using authentic materials is the effective and helpful way at this level. Authentic materials have been defined in different ways from different researchers as follows:

1. Nunan (1988) defines authentic materials as any kind of materials that has not been produced for the purpose of language teaching.
2. Peacock (1997:250) states that authentic materials are “materials that have been produced to fulfill some social purpose in the language community”.
3. Jordan (1997) defines authentic text as the ones which are not designed for pedagogical purposes.
4. Carter & Nunan (2001:68) state that authentic materials are: “ordinary texts not produced specifically for language teaching purposes”.

5. Herrington and Oliver (2000) propose a new pedagogical term called ‘authentic learning’ this term is directed to the students that aims at making them well prepared to use the language in the real-world situations.
6. According to Herod (2002) authentic learning materials and activities are designed to imitate the real-world situations.
7. Kilichkaya (2004:23) defines authentic materials as a “disclosure to real language and use in its real community”.
8. Hitler (2005:4) claims that “” authentic materials are any text written by native English speakers for native English speakers”.
9. Harmer (2007:2007) defines authentic materials as “language where no concessions are made to foreign speakers” and “it is normal natural language used by native or competent speakers of language”.
10. Scrivener (2012:397) mentions two phrases about the term authentic as following “authentic exposure” and “authentic output”. Authentic exposure is defined as “exposure to language when it is being used fairly naturally” whereas “authentic output” as “students speaking or writing uses the full range of language”.

All these definitions by these researchers highlight one thing in common, which is ‘exposure’ to real life situations .In other words, bringing authentic materials into the classroom benefit the students to fulfill their social and cultural purposes in the language community. In sum, authentic materials are a material that has not been modified in any way for ESL students. For instance, poems or short stories “that is written for a native English-speaking audience”. (Sanderson, 1999)

1.2.1 Types of authentic materials

The learning style varies from one student to another. Therefore, the teacher must be aware of the classification of types of authentic materials in order to suit his students’ learning needs. Gebhard 1996 classified authentic materials into three categories as follows:

1.2.1.1 Authentic listening materials

Authentic listening materials are helpful for the auditory learners who prefer to capture their knowledge through sound for example:

- Public announcement

Public announcement is an activity that target learner's listening abilities .The teacher brings an audio record that was recorded in public place such as subway or plane where there is distractions and natural interferences. After that, he asks his students to answer some questions regarding the tape. The teacher already knows what the topic is about .However, he kept it anonymous.

- Songs

Songs are considered as audio-visual activities that are directed to language learners to improve their listening skill. Within this task, the teacher plays an instructional song in the classroom on a big screen that shows lyrics of the song, then he tries to makes his students complete the missing lyrics after they had listen to it multiple times .At the end ,he gives them a chance to sing it together or individual.

- Conversations

Conversation is an interesting activity for the students that help the learners to be exposed to real life conversations. The teacher takes his students to a cafeteria, a party or any kind of crowded places, and then he asks them to 'eavesdrop' on many conversations to choose one of the most interesting topics that capture their attention so they can join in each of the conversations.

1.2.1.2 Authentic visual materials

Authentic visual materials are suitable for visual learners who prefer to receive their knowledge by observing things such as postcard pictures, drawings, magazines pictures, wordless street signs, stamps, etc. Since the brain will retain words that are seen and read, visual ads help the students to memorize the meaning of the words

easily. For example, the teacher wants his students to master the present tense .He brings pictures that contain verbs in present with character that embody the action that he is doing such as the verb play in which It shows a picture of a boy playing tennis.

1.2.1.3 Authentic printed materials

The teacher can support his lesson with the use of this type to those students who prefer written text, reading and writing such as Greeting cards, TV guides, calendars, food labels, traffic tickets, street signs, utility bills, websites, newspapers, magazine, order forms, etc. As an example of this activity, the teacher provides his students with hands out concerning various pieces of interesting stories to be read and answer some questions concerning comprehension text. At the end of the session, he asks his students to create a short story and submit it to the next class.

1.2.2 Advantages of authentic materials

Learning a foreign language in the classroom for no obvious reason or just for the sake of learning and to pass the exams is not the real main goal of the learners. Every learner has an ulterior motive or good reason to learn a foreign language. One of the most powerful and primary reasons is the ability to communicate with native speakers; to understand their favorite shows or movies; to be able to use the target language for the purpose of traveling or business issues, etc. Therefore, this can only be achieved by exposing to the real-life language. In other words, the use of authentic materials is the only way that could fulfill all these communication needs for many reasons as stated in Underwood (1989:100)

Authentic material allows the students to hear as much more real act of communication with all the international features which are not normally found in scripted materials. It gives them a short representation of real spontaneous speech with its hesitations. False starts and mistakes, which will make them more able to cope with the 'Real life' speech when they meet it outside the learning situation.

This simply means that authentic materials help learners to build their communicative strategies in a natural way such as ‘nomination’, ‘restriction’, ‘turn-taking’, ‘topic control’, ‘topic shifting’, ‘repair and termination’. Moreover, it will help them to develop their thinking in English. Expressly, Students cannot only learn the target language but they are also able to recognize how its speakers think, react and behave in specific and several situations. Furthermore, it keeps learners motivated and excited about the target language as it creates curiosity for them about the culture of the country they are learning. As a result, the learners will actively participate inside and outside the classroom .In addition to that, the use of authentic materials develops a love of cooperation between the students, the accuracy of observation, problem-solving and self-reliance, as well as, it overcomes the limits of time and space, and saves effort. Lastly, authentic materials arouse the students’ interest and address their pronunciation.

These are other scholars who mentioned the advantages of authentic materials as follows:

1. Kilickaya (2004)

- They have a positive effect on learner motivation;
- They provide authentic cultural information;
- They provide exposure to real language;
- They relate more closely to learners’ needs, and,
- They support a more creative approach to teaching.

2. Widya Febrina (2017) presents the benefits of authentic materials in five aspects as follows:

- Genuine materials enable learners to experience the real language and have a closer interaction with the target language;
- Real-life materials are regarded as effective to motivate learners in learning English;
- Real-life materials can increase learners’ communicative competence;

- Rogers and Medley (1988) state that authentic materials are resourceful materials to learn the culture of the target language, and,
- Authentic materials do not only benefit the students. Teachers can also feel the advantage of authentic materials.

3. Martins 1998

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist;
- Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general developments are part of our responsibilities (Sanderson, 1999);
- Textbooks often do not include incidental or improper English;
- They can produce a sense of achievements, e.g. a brochure on England given to students to plan a 4- day visit;
- The same piece of material can be used under different circumstances if the task is different;
- Language change is reflected in the materials so that students and teachers can keep abreast of such changes;
- Books, articles, newspapers, and so on contain a wide variety of text types, and,
- They can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about topics or kinds of authentic materials to be used in class.

1.2.3 Disadvantages of authentic materials

Although there are many advantages of using authentic materials in the EFL classroom, there are drawbacks that the students and teachers face during the learning and teaching process. Some of these disadvantages are as follows:

- The use of authentic materials can be sometimes difficult for some learners due to the misunderstanding of native Speakers especially when native speakers are accustomed to connected speech;
- The learners who are used to oversimplified language will face difficulties to cope with a real-life language;
- Guariento and Morely (2001:348,351) Believe that the use of authentic materials at a lower level makes the students feel confused and de-motivated because of the complexity of language;
- Teachers considered authentic materials as time-consuming because it takes time to select the appropriate materials to suit the learners' needs;
- Underwood (1997:100) states that instructors may discover the texts with suitable language, however, spoken in a way which is difficult to follow, or they can also have tapes on which the delivery is good, but the language is some distance difficult;
- Brish (2002:158) mentions in his book that authentic materials such as academic texts, newspapers, and magazines use the mix blends, clipped- forms and abbreviations which may cause difficulties to the learners simply because these abbreviations cannot be found in dictionaries;
- The use of authentic videos and songs in oral sessions may confuse the students in listening comprehension because of the various accents and dialects of native speakers;
- Martinez (2002) states that the lessons presented in EFL classrooms are culturally biased and caused confusion to the students, and;
- Richard 1998 points out that Language of authentic materials “may be beyond learners' competence”.

To sum up, we can notice that the use of authentic materials has many advantages but this does not mean it has no defects. Therefore, the teachers must be aware of the defects and try to address these problems to overcome many Obstacles such as selecting the appropriate authentic materials to suit the students' level as well as providing suitable places to use them. In addition, the teacher should do some courses

training that are designed to train teachers to use these materials in a perfect manner. Moreover, teachers should aware and motivate other teachers to use these authentic materials and develop their teaching methods. As a result, the teacher is going to overcome these obstacles and achieve the goal of making learners aware of the culture of the language they are learning or studying in a stimulating and fun way as he is going to create a new adjective in their souls which is curiosity.

1.3 Definition of non-authentic materials

Non-authentic materials are materials that are modified and designed by native linguists and specialists to suit the needs and the level of the students. Generally speaking, these materials are adjusted to serve educational purposes. They attempt to simplify Language features such as grammar, lexis, rhythm, intonation and speech delivery. According to signey (2009), these materials try to present the real use of the target language in a simulated manner. They can be presented in the form of textbooks, audio and video cassettes, recordings of conversations, worksheets, instructional CCDs or DVDs, etc. Furthermore, the use of non-authentic materials is beneficial for foreign learners who are still in the early stages. It will pave the way for the learners to use authentic materials. As far as we know, it is difficult to cope with real-life situations as foreign language learners. For this reason, many scholars prefer the use of non-authentic materials as primary preparation for the students to simplify the aspects of language and make it easier to learn or acquire the target language. Signey (2009:3) mentions five characteristics that these materials are based on as follows:

- **Simulation:** They present simulated situations and reactions resembling successfully at times in real situations.
- **Suitability:** carefully designed to be by the learner's level, age and motivation.
- **Easiness:** Language features such as structures, lexis, rhythm, intonation and speed of delivery are simplified.
- **Limitation:** Limited in terms of content, language and length.
- **Appropriateness:** appropriate to the teaching situation.

1.3.1 Advantages of non-authentic materials

According to different researchers non-authentic materials are beneficial for many reasons as follows:

- Garinger (cited in Awasti,2006:2) thinks that textbook is considered as the main source amongst non-authentic materials;
- Ur (1999) and Richard (cited in Awasti ,2006:3) claim that the use of textbooks in the classroom help, train and guide teachers in their occupational career;
- (Gower, Philips & Walters ,1995:77) state that textbooks provide security feelings to the teachers because it provides them with effective language models and input to support them ;
- Ahmad and Shah (2014:13) state that “textbooks are at the heart of the language learning and teaching process and they are the gateway not only to the linguistic elements of a specific language but also to its cultural norms” ,and;
- Hutchinson and Torres (1994:315) mention that “No teaching-learning situation, it seems, is complete until it has its relevant textbook”.

1.3.2 Disadvantages of non—authentic materials

The use of non-authentic materials could be advantageous and effective for both teachers and learners. Because these materials are designed and simplified by teachers, it makes it easier for the learners to master the lesson and beneficial for teachers to adjust and adapt these materials freely whenever they want to address the student’s lacks, however, this will cause many shortcomings for several reasons as follows:

- Adjusting the English materials with Algerian culture, for example, will affect the naturalness of English itself.
- Brown and Hood (1984) as cited in Oura (2001) argue that this simplification of non-authentic teaching materials will increase the difficulty of the task.

- Textbooks and other simplified learning materials do not expose the students to the real-life English language.
- Non-authentic materials will always limit the students' awareness of different cultures.
- Non-authentic Materials cannot create interactive learning. Expressly, teachers cannot develop various classroom activities that stimulate learners' participation through real-life materials.
- Linguistically speaking, exposing students to simplified materials will affect their phonological aspects, as well as, obtaining inappropriate accents.
- Sociologically speaking, the learners will always have anxiety and lack communicative strategies for practicing the English language with native speakers.
- When the learners discover that the language, they are learning in the classroom is not the same as the language in real life, they will feel de-motivated, careless and frustrated to continue learning the language.

1.4 Comparison between authentic materials and non-authentic materials

The use of both authentic and non-authentic materials in English teaching classrooms may face challenges. For authentic materials, it is agreed that despite genuine materials being resourceful sources to learn authentic target language and cultural lessons, are rather complicated to be learned due to their complex language content. On the other side, non-authentic materials are more appropriate for EFL learners because the language has been simplified and adjusted according to the student's level. However, they may seem unnatural and not present the real language use. Thus, it can be viewed that there is limitless debate about the differences between authentic materials and non-authentic materials. Hedge (2000) Mentions in his book a comparison that was made by teachers between recording of natural speech among native speakers and a recording made for English language learners as it is mentioned below in a table:

Table 1.1 Comparison between Authentic and Non-authentic Materials (Hedge, 2000: 240)

Authentic language	Non authentic language
Variation in the speed of delivery often fast	Slow pace with little variation
Natural intonation	Exaggerated Intonation pattern
Natural features of connected speeches: elision	Carefully articulated pronunciation
Variety of accents	Received pronunciation
Any grammatical structures natural to the topic	Regularly repeated structures
Colloquial language	More formal language
Incomplete utterances	Complete utterances
Restructuring in longer more complex sentences	Grammatically correct sentences
Speakers interrupt or speak at the same time	Speakers take careful turns
Speakers use ellipsis (i.e. miss out parts of sentences)	Ellipses infrequent
Background noise presents	Background noise absente

As it can be viewed in the table above, the features of authentic language differ from the non-authentic language, in which, authentic language displays the target language as it exists in real-life situations without any modifications. The speech of the speaker looks natural in terms of his pronunciation, intonation and incomplete

structures that are used to express meaning. In addition, the speaker can interrupt or speak at the same time while in non-authentic language speakers take careful turns as they use regularly repeated grammar structures. In other words, exposing learners to authentic language enable learners to communicate smoothly and confidently as they can “cope with the genuine materials either inside or outside the classroom”. (Signey, 2009:7). Indeed, non-authentic materials will always limit the communicative skills of the students as it makes them feel less confident with their language.

1.5 Sources of authentic materials

Sources of authentic materials are defined as the sources that enable the student to obtain the original information he needs and that to satisfy his interests, whether those needs are for education, news, entertainment or culture.

Now let us discuss these types of sources in detail and exhibit their importance and positive impact on the teaching and learning process.

1.5.1 Media

In the 1970s, media in the classroom was concerned with filmstrips presented on an old fashioned projector. Later on in 1980s, it was presented in Form of VHS tapes. However today, there are several innovative digital media tools that are used in every facet of our lives. It could be referred to language teaching media as ‘instructional media’, i.e. it is related to any physical materials that a teacher teaches with to facilitate the learning process. These kinds of media can be articles from newspapers and magazines, adverts, brochures, radio and television programs and so on. Media have always boosted language learning and bringing the outside world into the classroom. We will discuss the importance of media in the following points:

- Media enable the students to interact with authentic audience. Students will be always motivated to practice their language skills through authentic videos or audio apps. They become more open up to an audience of native speakers so they can communicate with them in easy way. This process gives much more

credibility to the value of language rather than depending on artificial conversations that happen in the classroom.

- Media exhibit the content from its visual side. This will be beneficial for the learners who prefer visual materials such as videos, graphs, charts, images.
- Media help the teacher and the students to get access to authentic materials. Learners cannot obtain the authentic language from their textbook or their friends unless via the use of digital media tools even those old tools such as VHS tapes can provide the students with access to target language, movies and TV shows.
- Media provide plenty platforms for learners to collaborate in the classroom and outside of it.
- As far as we know, the audio-lingual method was based on teacher centered, i.e. the students rely on teachers to check their pronunciation. However, these days students use media for recording their vocals and check their pronunciation easily on different devices and apps.
- Media permit the learners to probe for learning experiences based on their curiosities and learning style, this will make them independent and self-reliant.

1.5.1.1 Rules for selecting the right language media

The teacher and the learner should both take into consideration some guidelines or rules to select the appropriate language media that will work and help in enhancing the teaching and learning process, here are some guidelines as follows:

- Select media that suit the goal that the teachers want to approach, i.e. if teachers want to improve students speaking skill or want to expose them to the target culture, they need to choose topic from media that relates to the students 'goal.
- The teacher should take into consideration the age of his students while selecting the media. For example, if the teacher presents for his adult students videos concerning kids content they will get bored.
- Choose media that fit students 'needs and interests.

- The teacher should pay attention to authenticity of the media that he selected so he can convey an authentic language to his students.

1.5.1.2 Media tools for boosting language teaching and learning

According to the website of Fluent u there are some media tools that can provide a teacher and the learner with effective and helpful features that could be used in the classrooms. Here are the following examples:

1. Google Docs

This tool will facilitate the process of teaching for the teachers, i.e. all the categories of the students whether they are active or quieter students they will have the chance to respond their questions and participate on a shared classroom Google doc. In this way, all the students will have opportunity to share their ideas and have time to think about their responses, as they can write their assignments and submit it online according to the deadline proposed by the teacher.

2_ Audacity

Audacity is an app that improves the speaking and listening skill of the students. This tool makes it easier for the teacher to collect all the target language audio from this app without searching for a long time in different files and apps. This audio can include TV and radio shows, music and native speakers' interaction. Thus, the role of the teacher is to edit and share audio easily with his students so they can improve their listening as they can record themselves to enhance their speaking skills.

2. Fluent U

Fluent U is platform devoted for any kind of authentic videos such as music videos, movie trailers, news, and speech motivation. This material creates a complete and challenging lesson based on one of these authentic videos. In which, it personalizes learning with translated subtitles; videos' based quizzes, assignments and performance monitoring and much more of other positive features.

3. Clickers

Clicker is another tool that could help the teacher to collect the answer of the students through a handheld transmitter (clicker). For example, the students answer the multiple questions by clicking on (A, B, C, and D) or some number responses. As a result, the teacher will receive the class clicker results on his computer. Then the teacher started a discussion with his students about the results and asks them for interpretation.

1.5.2 Literature

Poetry plays a crucial role in the process of language teaching and learning. It allows the students to improve their speaking and writing skills with pleasure, feelings and emotions. In the classroom, the teacher gives a chance to his students to present an epic poem in front of their classmates; this will develop their oral language, enriches their vocabulary and improve their critical thinking skills. As it gives the chance to other students to involve into poetry by providing their own ideas, views and share the main points with each other.

1.5.3 Computer Software

The computer is considered as one of the effective tools to enhance students speaking skills. For example, there is software such as personal tutor called MYET. It helps the students to practice their English through this platform in which it will score and send feedback to the students about their pronunciation and even pinpoint the individual sounds problems and how to improve them. In addition, it will provide the chance to the students to choose their preferable accent so they can learn and practice it with MYET.

Besides, the computer has another feature that could be used in enhancing students' oral proficiency which is a useful website is called Everyday English in Conversation. This website will provide everyday conversations and idiomatic expressions that the native speakers use every day. It helps the students transact with real life conversations. Last but not least, the computer can be used as a tool for communication. For example, English Club Chat Rooms, It is a website that makes the students chat online with native speakers and have fun improving their language skills.

1.5.4 Internet

The tremendous technological development is accelerating and the reliance on the Internet has become in almost all areas of life, including educational field. It has an important role in the learning process and students' self-reliance. The Internet can provide endless sources of authentic materials. For example, students can benefit from educational sites such as BBC English websites. Moreover, they can acquire the language with the help of various applications and games dedicated to teaching languages in fun, smooth ways and suitable for different age groups. Furthermore, the internet allows students to get access to social media such as Face book, Instagram, Twitter, etc. in order to improve their communicative skills. In spite of the advantages it offers, the Internet cannot be a part of the language teaching and learning process.

1.6 Selecting of authentic materials

Selecting authentic materials is not an easy task or happened randomly. There are scholars who set some criteria that should be taken into consideration while teachers want to select these materials. It is important to link these materials with limited goals concerning a specific lesson. For example, if the students lack some communicative skills, teacher should provide them with more authentic videos that include spoken conversations or short stories to listen to and present it later on their own way. Furthermore, the selected material should have the same content as the subject of the lesson. For instance, if the teacher wants his student to use the present tense in their daily conversations, he should expose his students to more videos or audio tapes that include the use of present tense. Moreover, the selection of authentic materials should be suitable for the age of the students as it needs to be appropriate to their level. Last but not least, the teacher should be smart and aware of what his students are interested about so he can choose materials that capture their attention and keeps them motivated and having fun at the same time. To sum up, the selection of authentic materials should be based on criteria to complete the process of teaching and learning in an appropriate manner.

1.6.1 Criteria for selecting materials

According to signey (2009:16), there are five criteria that should be taken into account:

1. **Authenticity:** The teacher should select the material that could serve communicative goals.
2. **Accessibility:** The selected materials should not be difficult to be understood by the learners as it needs to be appropriate for the teacher.
3. **Appropriateness:** The materials should be suitable for the students' level, age, interests and needs.
4. **Applicability:** The selected material "should Suit the teaching context and makes the objectives attainable." signey (2006:17)
5. **Adaptability:** The selected material needs to be "Adapted to the learners' level, needs and interests." Signey (2006:17)

These criteria sum up what have been mentioned above in the selection of authentic materials. In addition, Berardo (2006) claims that there are two significant criteria that should be taken into account, which are: variety and presentation, i.e. The teacher should use different types of texts to make the reading tasks colorful and interesting for the students , As he should present these materials in authentic text to capture their attention and keeps them motivated.

1.7 The application of authentic materials

The teacher plays a crucial role at this level. He is the leader of the classroom. He should be creative and smart to select the Suitable authentic materials and create interactive activities that could involve his students into the language Learning and improve their communicative competence. Creating affective activities in the classroom has a positive result on the students. They will feel free to interact freely and learn with enthusiasm. In addition, the students will learn from each other's mistakes by participating in the oral sessions through these activities. Furthermore, the

practice of these activities each session will boost their confidence as it help them to get rid of anxiety from speaking in front of the native speakers or their classmates. As they say, ‘practice makes perfect’. According to the Fluent U website, there are four creative ways that the teacher can use as activities in the classroom, which are as follows:

Weather report

The teacher can make his students familiar with the climate of US through exposing them to short videos or short writings about the weather report via the website of www.weather.com . The feature of this website is to make the students recognize what is happening in the other world. In addition, it gives them an idea about how the weather forecast is presented in the English language. Furthermore, the weather website Provides mini-clips concerning interesting aftermath disaster analysis that could help students to improve their listening comprehension. The role of the teacher is to provide his students with activities concerning what they have seen and read at the end of the lecture such as presenting a weather report about a catastrophe that happened in the US, whether in speaking form or written form. At the end of this process, the students will be familiar with vocabularies concerning the weather and the climate in English language as they will be able to understand the native speakers while speaking about the weather in general.

Menus

Since the food plays an important part of our lives, it will be useful for the teacher and the student to practice some activities based on restaurant menus. The teacher can find easily many restaurants that had their menus online. The task will be presented by the teacher as follows:

- The teacher prints different menus from the internet then distribute it to the students.
- The teacher explains some of the common dishes in America or London.
- Then, he asks the student to divide themselves into teams.

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- After, he will ask each team to do role playing in which student A will play the role of waitress / waiter and the student B will play the role of the client whereas the student C will play the role of the Seller who calculates the price of food.
- At the end, the teacher asks the students to count their spendings and give tip to the waiter/waitress.

This activity will make the students able to order their favorite dish in foreign countries without any fear or confusion because it is already done with authentic materials. As it makes them live the experience as it is existing in the real-life situations in a foreign country. In addition, they will be familiar with many expressions that native speakers use in the restaurant.

Job opening

This will be an interesting and beneficial content to be presented for the students. They will feel curious about how to search for their dream job in the future and this task will attract their attention and provide them with positive feedback and knowledge. The task will be presented by the teacher as follows:

- First, the teacher will direct students to website called **indeed.com**. This website facilitates the way for the students in which it makes them search for a job online.
- Second, the students will fill out the what and where sections and indeed.com will immediately proposed for them a list of jobs according to their Wants.
- Later on, the teacher will ask the students to bring information about the job they want to apply for in the future in order to have discussions in the classroom.
- The teacher will provide the students with questions Such as what are the steps and goals that you set for this job? Why you feel that you are suitable for this job? What are the qualifications of this job? What are the advantages and disadvantages of this job from your point of view? And so on. Through these

questions the students will participate and share their ideas , as they can have debates about their dream job.

The reporter: Fact or fiction

In this task the teacher directs the students to New York Times website to look for articles according to their interest. Later on, Students paraphrase the news by adding some personal opinions or fictional events/people from their own perspective. Then, they bring their reports on worksheets and distribute it to all students and start a discussion about this information whether it is fact or fiction. The objective of this exercise is to stimulate the critical thinking of the students and make them able to paraphrase on their own way as it makes students curious about the correct answers at the end of the discussions.

To sum up, this were the creative ways that Fluent U website proposed to teachers to enhance their teaching skills and come up with different and creative ideas in order to avoid jadedness, repetition and makes the learning and teaching process fun, smooth and attractive.

1.8 Definition of Oral English Proficiency

English proficient learners are often expected to control a large number of interdependent components such as: vocabulary, pronunciation and grammar .In addition to the mastery of language skills that is writing, reading and particularly speaking and listening since they were and still a significant activities in the oral production for enhancing EFL students' oral proficiency .Many language researchers debate and argue about the nature elements of the oral proficiency .Some researchers understood it as consisting of separate language components while others as consisting of one global factor canale (1994 : 60) identify oral proficiency as:

- ✓ ... Dynamic and contextually _based (varies depending upon the situation, status of the speakers, and the topic),
- ✓ Discursive (requires connected speech) ;

- ✓ Requires the use of integrative skills to achieve communicative competence.

According to Sundh (2003:57) “oral proficiency describes a student’s “competence”, “capability” and “capacity” .Then he finishes his definition by declaring that ‘oral proficiency’ is student’s ability to use their knowledge in specific context”. Sundh (2005:58). A more specific or phonologically, it is an ability to perceive and produce sounds and that make up a language, august (2008).

In the overall meaning oral proficiency for EFL learners is a needed skill to overcome any communication barriers regarding English language. Also in almost every spoken language where it focuses on communication and interaction with other people rather on forms however it has never neglected the structural pattern since oral language proficiency consists of two important components, which are linguistic proficiency, communicative proficiency. In addition to creativity in language use, being orally proficient does not mean only mastering a certain oral production, but to have a unique way of interpreting it. for instance: a native speaker is born with an innate accent either it is American or British but for the non_ native speaker he can only learn the language enough to grow his own accent as long as it is clear, accurate and academic.

Oral skill realistically is the most important language skill that students would need in real life situation, a talent that cannot be learnt using solely textbooks or other typical classroom materials. But through engaging into discussions, study circles, conferences, group works and other creative oral activities. Not forgetting how useful are the authentic materials in enhancing both EFL beginners and intermediate .Since it allows students to get in touched with native speakers either using print materials such as: news paper, magazine or audio-visual materials such: audio tapes, movies songs.

1.9 Proficiency vs. Fluency

Language learners always desire to be the best speakers of the target language in which they are trying to learn. While doing that they might think of fluency and proficiency. However, for some people fluency is simply synonymous with proficiency and what causes the most confusion is the blurring in distinction in these terms in fact, the term fluent is a Latin word means flowing or to flow, but in language academic circles it refers to the speed and the smoothness (how well did you speak?). Fluency is a specific feature characterizing the level of speaking.

According to Riddle (2001:118), 'fluency is the ability to talk freely without much stopping or hesitating'. Fluency gives much importance to the meaning and less concerned with grammatical errors. Proficiency on the other hand refers to the skill level or (how much you know?). The language proficiency is the ability of each individual to use a language accurately in both oral and written form in real life situation, however, academically it denotes the amount of clarity a student has about different concepts within his or her educational program.

As it is clear that the both concepts: proficiency and fluency are surely distinguished in term of meaning in which fluency refers to the ability to speak coherently without being disturbed by any excessive hesitation while proficiency refers to the ability to use a language appropriately in real life situation. In the same vein, many inevitable questions that always burden learners that is: should I become fluent first before being proficient? Can I become fluent without being proficient? Is it important to have the both skills?

The best clarification to these questions is that if a learner can speak the English language with his friends and his teacher about a particular topic fluently without making mistakes, he or she shall become fluent. Nevertheless, if he or she has practically no proficiency discussing different topics relate to the language either economically or politically or other anonymous fields, he or she would never be a proficient. This example illustrates how preferable to become a fluent before becoming proficient. Since our world have always supported the spoken language (speaking,

listening) thus, the learner needs to build up confidence first than he can add extra knowledge. In fact, both proficiency and fluency can overlap into a large extent where they can depend on each other, i.e. the more proficient you are in a topic, the more likely to have an equivalent fluency level.

Table 1.2 The Difference between Fluency and Proficiency.

Proficiency	Fluency
Proficiency refers to the level of advancement in a particular subject.	Fluency refers to the smoothness of the spoken language.
Mastering a language (grammar phonetics semantics...).	The flexibility of the both oral skills (speaking and listening).
Proficiency is more about language rather than the speech.	Fluency process must consider numerous of an important prosody of speech such as: timing of a dialog, pronunciation.
Proficiency can be achieving only by taking writing and reading training than enlarging competences.	Fluency cannot achieve without participating in conversation using a fluent speaker of the language.
Proficiency is the capacity to comprehend and speak in the speech.	Fluency describes the capability to communicate the exact message flawlessly.
Passive vocabulary: words we can recognize when they are written but cant when they are spoken.	Active vocabulary: words we know how to use.
Importance of grammar structure.	No grammar comprehension.
Proficiency is the ability to Communicate a feeling, emotion, thoughts, opinions, as well as behavior with a certainty that they are fully understand what you are saying.	Fluency is the ability to do the above but with zero errors and also having the ability to manipulate languages to convey a feeling via language as well.

1.10 oral English skills

Accurate statistics reveal that more than a quarter of the world's population speaks the English language about 1.6 billion people understand and relate to the language, not to mention that the biggest film industry which is Hollywood, is produced in English. Moreover, a massive benefits to the one's life because once the learners get access to the language knowledge, they will be able to overcome a lot of communication and misconception barriers as well as cultural one, as for the academic advantage EFL learners will be able to search information and collect data from articles and journals since they have to be published in English in order to be valid for the student. An English learner is supposed to improve comprehensive language proficiency for real communication through basic 4 interrelated skills which are:

- **Speaking:** it is the first language skill that is also known as productive skill or active skill. It is the delivery of language through the mouth as well as creating sounds using Parts of body (lungs, vocal tracts....).However; in English language it is the most important skill to improve oral proficiency.
- **Listening:** is identifying sounds of speech and processing them into words and Sentences. In EFL classrooms it is a skill that must be improve by listening to Poems in English, native speakers conversation, English educational songs.
- **Writing:** is the process of using symbols, letters, punctuation, and spaces to communicate thoughts and ideas in a readable form. In English it is acquired to write correctly in order to understand the majority of system of language includes knowledge of grammar, sentence structure and vocabulary.
- **Reading:** is both productive and receptive skill in which a learner receive Information than transmit it, it is a valuable activity that is recommended for English learners to master the language.

In the same line of thought, Spoken utterances and written scripts are the most important methods that people used to express their thoughts, feelings and opinions. They are also regarded as a successful communication tool among human being.

However, in the EFL context the four language skills have not been treated equally. Spoken language or the oral language (speaking, listening) has always attracted the attention of the researches due to its naturalistic in behavior, i.e. natural productive tool which is also common and normal among people.

The Researchers compared to the oral skills, they have often neglected the written form due to its complexity and the much need of extensive rules such as: (grammar, structure...). In fact, they believe that spoken language has the primacy over written language since almost all EFL learners learn the English language for communication purposes as well as to interact with different people around the world considering that English language has become an international pattern spoken by native and non- native speakers.

No one knows the intricacies of the English language better than an EFL student who is learning it for the first time. A learner who is going to encounter some difficult terms and concepts that obliged him to master all aspects and language components .In the same vein, EFL teachers may be inclined to focus on academic language or written expression. Forgetting that the first goal from learning a foreign language is to be fluent and confident, while debating with friend or having a normal conversation with a native speaker or even in study conferences organized by students in order to discuss multiple subjects. Moreover, they cannot fulfill their needs of becoming fluent learners unless they profess the art of both speaking and listening skills as facilitators to the acquisition of other language skills such as reading and writing.

Speaking and listening can be also assumed as critical language skills where English Language Students need them to participate in conversation , ask questions and share their own prescriptive. Therefore, a solid and strong oral language skills form the foundation of literacy and academic success.

1.10.1 Speaking skill

Foreign Language learners' 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 practice. Luoma(2004:1) argues that "speaking in a foreign language is very difficult and competence in speaking takes a long time to develop". Furthermore, Trigan (1990:15) declares that "speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas and feeling".

Speaking is the most desired skill that the majority of foreign language learners want to develop .However; it is a difficult task for most of them since it requires some degree of self-confidence and an enough amount of fluency. According to Nunan (2003:269) "speaking is a productive aural /oral skill and it consists of producing systematic verbal utterances to convey meaning". Chaney (1998:13) defines speaking skill as "the process of building and sharing meaning through the use of verbal and non -verbal symbols".

The ability to speak enables the learners to express a behavior and share ideas with others as well as providing a successful life in both academic and occupational purposes .Moreover, Baker and Westrub (2003:5) believe that "a student who can speak English well may have greater chance for further education, of finding employment and gaining promotion". According to Chastain (1998) speaking is productive ability that consists of a range of constituent. Thus, speaking is not solely combining the correct sounds or choosing and amassing the proper phrases or even getting the utterance's structures.

1.10.1.1 Basic Types of speaking

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

- **Imitative speaking**

Imitative speaking is the ability to repeat another's speech as a single word, a sentence or an entire discussion. This type of repetition might encompass several language schools such as grammar and lexis in order to convey meaning or even to interact in conversation by focusing more on pronunciation in an attempt to make ELS more intelligible.

- **Intensive speaking**

Intensive speaking is the production of short stretches of a discourse oral language through which they portray capability in a narrow band of grammatical relationship like pitch stress and rhythm. This sort of speaking additionally incorporates some evaluation errands like perusing aloud, sentences and discourse culmination, limited picture – cued tasks.

- **Responsive speaking**

Brown (2004:142) defines responsive speaking as “is brief interactions like short conversation, small talk and simple request in order to preserve authenticity with only one or two following up question or retorts”. This task includes limited level of short conversations, standard greetings, requests and comments.

- **Interactive speaking**

Interactive speaking entails two type of language: transactional language and interpersonal language. The transactional language is geared toward changing particular data whereas the latter has the purpose of retaining social ties. Within the interpersonal language, oral production can turn into a greater complex with the usage of colloquial language, ellipsis, slang and so on. Interactive speaking consists of few assessment activities such as: interview, role playing, debating tasks.

- **Extensive speaking**

According to Brown (2004:142), extensive speaking “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”.

1.10.1.2 Components of speaking

According to Vanderkevent (1990) speaking combine three significant components which are:

❖ Speakers

Speakers are the people who are going to produce and utter either simple or complex utterances. They are considered as a useful means to express opinions, ideas to the listeners. Thus, if there are no speakers, no speaking process will be produced.

❖ Listeners

Listeners are the people or the audience who are going to receive the speaker’s expressed view, thoughts, or emotions and if the listeners are absent speakers will state their perspectives only by writing.

❖ Utterances

Utterances are words, sentences that are uttered by the speakers to express different ideas. If there are utterances both speakers and listeners may use sign or symbols and sometimes they can convey their messages using body gestures

1.10.1.3Aspects of speaking

Speaking is a complex process that requires both fluency and accuracy thus; EFL learners should focus more on these features so as to become competent language users. These aspects are as follows:

- **Fluency vs. Accuracy**

On one hand, fluency is the main characteristic of the speaker’s performance. It is an important item that FL educators aim at achieving in teaching speaking skill to EFL learners. Jones (2007:18) claims that:

Fluency doesn't mean speaking really fast without hesitating. It's being able to express yourself despite gaps in your knowledge, despite the mistakes you're making, despite not knowing all the vocabulary you might need. It means hesitating in such way that others keep listening and wait for you to continue, rather than finishing your sentences for you.

He adds, "The opposite of fluency is being tongue-tied and embarrassed when speaking English or not speaking at all. Fluency goes hand in hand with confidence, and it takes time to develop ". This means that the learners self- confident play a crucial role in their oral production particularly their speaking process where it surely takes a certain time to be officially fluent learners.

On the other hand, accuracy demonstrates the learner's ability to use the necessary vocabulary , grammar and punctuation correctly such as verb form (past tense , present tense , and so one), articles (a ,an, the) and preposition (in ,on , from , at) . Presently, EFL learners seek more to be fluent and neglect the importance of accuracy. Therefore, without forming accurate oral production, speakers will not be comprehend and the audience will lose the interest because while producing discourse, students are not paying attention to the correctness and the completeness of language structure that is necessary for the mastery of the speaking skill.. Accuracy consists of other three principle components which are:

✓ **Grammar**

Grammar is set of structured rules of language governing the sounds, words sentences and other elements, as well as their combination and their interpretation. Furthermore, at the level of accuracy, grammatical accuracy refers to the correct usage of sentence structure either in dialogue of written form. In the same line of thought, the variety and the appropriate use of speaker grammatical structure, which includes the length and complexity of utterances as well as the capacity to use subordinating clauses, is referred to as grammatical accuracy.

✓ Vocabulary

The term vocabulary refers to the different collection of words known by anyone either individual or large group of people. It may also signify the body of specialized terms in a field of study or activity. At the level of accuracy vocabulary stands for the appropriate selection of words while speaking since lacks of vocabulary is regarded as a common obstacle for almost all EFL learners when they try to convey what they want to say. According to Harmer (2001), language teachers must taught their learners word class, i.e. the meaning of the word, the shape of the word, and the placement or the position in ode to guide them in generating proper and accurate part of speech.

✓ Pronunciation

Pronunciation is an act or a result of producing sounds of speech including: articulation, stress, and intonation as well as the silent letter. It is also refers to some standards of correctness or acceptability such as in pronouncing the ‘r’ in both American and British accent, the thickness pronunciation of the word ‘fort’ in the Irish accent, in addition to the pronunciation of the latter ‘o’ within the Australian accent. Therefore, EFL learners must be aware of all these features because it gives them accurate information and clarification about how to speak effectively with better understanding of spoken English. Redmond and Vrchota (2007: 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 of understood”.

1.10.1.4 Speaking activities

To enhance FL learners’ speaking skills, they should develop a habit of working with each others as well as their interaction with their teacher. Specific tasks for doing so are listed below:

- Responding to the instructions and the questions given by the teacher of another student;
- Giving directions for other students;

- Preparing original sentences with communicative expression, structures which have been presented;
- Answering questions asked by other classmate of an educator about any class or out-of-class experience;
- Describing objects from a picture or a chart;
- Using their own words to tell or retell a well –known story or an experience;
- Reporting a prepared topic than be ready to answer question about it ;
- Mind games such as take 1; take 2 which is a kind of speaking activity in which teachers have their students record a story on their thoughts. Later on, they either submit the work or play the record for the class. this sort of task is beneficial for getting students to self-assess their speaking process ;
- Engaging into discussion where teachers organized study circles and select one subject then students debate according to it ;
- Free talks: teachers give at least 5 minutes to speak in English in any subject without being judgmental about his mistakes particularly for those whom suffering speaking anxiety, and;
- Teachers' divides students into pairs then ask them to do a survey on one subject and ask them to report the results.

1.10.2 Listening skill

Listening is a conscious ability to effectively receive and interpret messages in the communication process. It is consider as a vital mental capacity that is one of the greatest principle ways through which we understand and take part in world around us. (Miller and goodith, 2001:48). Suggest that “Listening is not merely talking it means taking a Vigorous human interest in what is being told to us. You can listen like blank mall or like a splendid auditorium where every sound comes back fuller and richer.”

Listening is a critical communication skill where the listener is able to identify and realize what the speaker is saying through comprehending his accent, pronunciation

,grammar ,vocabulary, then grasp his meaning.(Rost,1994) has set a list of listening sub-skills for EFL learners in order to master it when dealing with the former skills:

- Distinguishing between sounds ;
- Understanding utterances ;
- Identifying both stressed words and grouping of words (collective nouns);
- Recognizing functions in conversations such as apologizing, requesting;
- Combining three cues for both linguistics and paralinguistic (intonation and stress)including non linguistic cues (gestures and relevant objects in the situation)so as to build a strong meaning;
- Utilization of previous knowledge or background knowledge to predict in order to assert meaning ;
- Reproducing important words, topics and ideas;
- Granting adequate feed back to the speaker, and;
- Reformulate the speaker's former words.

Rost (1994:142) presses on the fact that EFL learners must master this entire component to realize a successful process when he states: “Successful listening involves an integration of these component skills. In this scene, listening is a coordination of the component skills, not the individual skills themselves .This integration of these skills constitutes a person listening ability”. Yet, this language skill still cannot receive enough direct instructional attention where often expect students to broaden their listening skill by themselves. (Rebecca, 1993) states that listening is the most important language skill .However; it is often overlooked by second language learners. In fact, this lack of arrangement maybe due to the deficiency of preparation, time or even Materials, and sometimes because of the teachers hesitation whether they are good listeners themselves to teach their students the listening skill. Either ways

this kind of issues should not face EFL learners when improving their listening comprehension abilities.

1.10.2.1 Stages of listening

According to Nunan, (2001:23) “listening is six-stages process, consisting of hearing, attending, understanding, remembering, evaluating, and responding .These stages occur in sequence and rapid succession”.

For the first stage, hearing, which refer to the reaction evoked by sound waves that stimulate the sensory receptors in the ear. Therefore, you must hear to listen, but you do not need to listen to hear.

For the second one, attention which denotes the choices our brain is focusing on. Furthermore, the brain blocks the stimuli and only few selected can come into focus.

For the third one, understanding which consists of decoding and analyzing meaning of what the listener have heard using brain’s reservoir of information. These stimuli cannot be only words, it can be: sights, symbols or whisper.

For the fourth one, remembering is an important process because each individual receive and interpret the message then, they add it to the mind storage. Thus, the information gained from the speaker’s message will be mentally saved in our mind.

In the penultimate stage , evaluating which is when the learners use their critical thinking skills to weight the worth of the speaker’s response then ,evaluate it .This activity should not emerge unless, the message is completed because if it is not ,the listening process will ceases.

Finally, we have responding. It happens, according to response where the receiver will react by providing verbal or non verbal feedback.

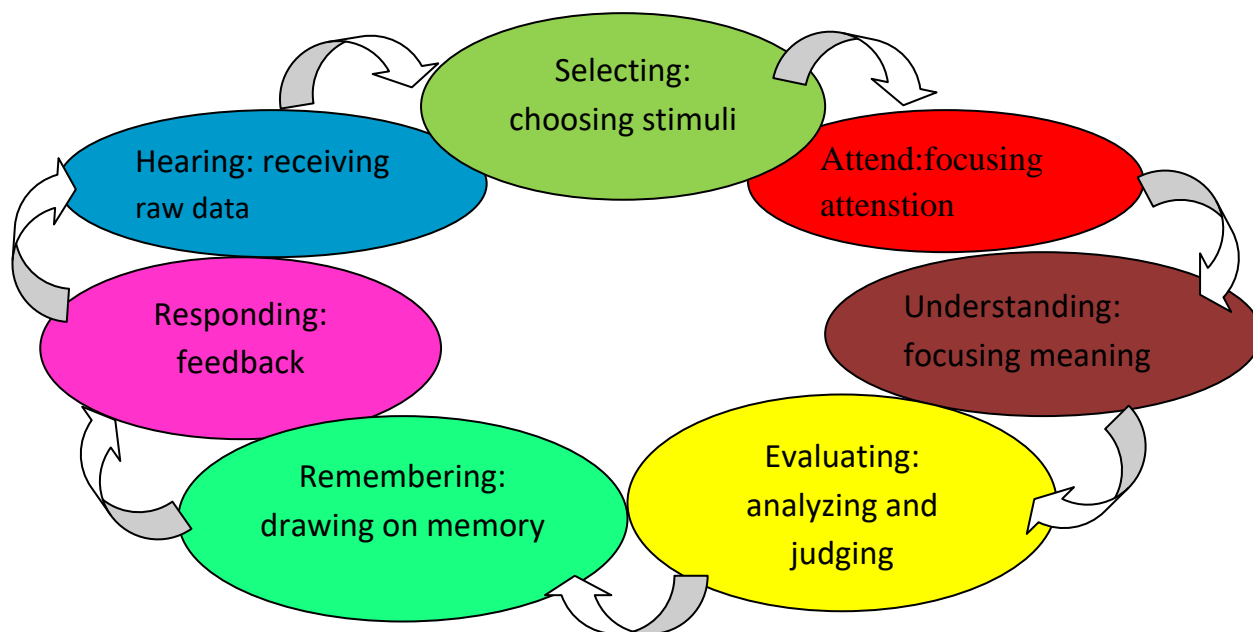


Figure 1.1: Basic Stages of Listening Process and their Functions (Nunan, 2001:24).

1.10.2.2 Process of listening

Data is stored and structured in the memory in two basic ways of processing information, either bottom-up or top-down and each one of them has a unique manner of saving information. Harmer (1990:201) states that: in metaphorical terms, this can be linked to the difference between looking down on something and on the contrary, being in the middle of something and understanding where we are by concentrating on all the individual features”.

1.10.2.1 bottom-up process

According to Richard (1990:50) bottom- up refers to “the use of incoming data as a source of information about the meaning of a message “. The listener of this step relies on his lexical and grammatical feedback to decode then analyze the message or the utterance .In the same vein, Vandergrift (2002:2) says that “when they use linguistic knowledge to understand the meaning of a message, they build meaning from lower level sounds to words to grammatical relationships to lexical meaning in order to arrive at the final message”. In other simplify words; to comprehend a message within this process, FL learners should establish the recognition of phonemes,

combining into syllables, syllables into words and so on to finally come to the right data.

1.10.2.2 Top –down process

In this kind of procedures the messages are clarified by using previous background or global understanding; students make use of their past information to portend what the message is about. Lingzhu (2003:1) says in this context, “The process of comprehension is guided by the idea that input is overlaid by pre-existing knowledge in an attempt to find a match.

1.11 Oral English development strategies

Oral English has become a system through which we make use of spoken words to express knowledge and ideas. Some EFL learners have already achieve their ultimate goal of becoming fluent, whereas other, still need enough exposure to communicative English. In other words, they are expected to develop their oral production by improving their oral skills such discussing, speaking, debating and listening comprehension. Therefore, different interactive activities for learners to enhance their oral proficiency which are:

1.11.1 Role- plays activity

Role –play is a classroom activity that creates an opportunity for students to practice the language freely in different situation. Role- playing is considered as a weirdly fun and sometimes imaginary oral activity where the EFL learners get the chance to experience spoken English by portraying roles of an individuals or groups in real – situations. These roles are not for nothing, it often comprise meaningful concepts such as dangerous issues in society, common anxiety, toxic relationship and so on. The instructor in this exercise must identify the situation; determine the roles, then, specify the task for each learner. After that, those students start debating ideologically, politically or whatever the subject about.

The purpose from these kinds of tasks is majorly to improve learner’s speaking skill, destruct him or her from timidity, and explore feeling within a framework that is none-

threatening to him or her. Sometimes the teacher wants to increase students' enthusiasm toward role-playing and asks them to be part of blizzard situation where they have to play: astronauts, ghost hunter, a bad police officer, criminal, and psychopath. Therefore, they portray these weird personalities just to get rid of the routine in EFL classrooms.

1.11.2 Pair-share activity

Pair-share is one of the easiest strategies to make EFL learners talk about an issue or a problem in the classroom using think pair- share approach .It is regarded as a collaborative learning strategy where students require thinking individually about a particular topic or an answer to a question where they have to wait for 30 seconds to a minute; and sharing the ideas or the responses with the classmates. This kind of activity can teach EFL learners how to share thoughts with other students and to build oral communication skills.

1.11.3 Buzz group's activity

Buzz groups is a small intense discussion usually involving three to four people responding to a specific question, they often given short period from two to five minutes in order to quickly generate ideas because the more time given to the students the more complicated it will be come to conclusion. This kind of training ensures students participation in large classes as well as improving his or her listening skill where he or she has to learn listening to each member of his or her group to find a solution.

1.12 Oral English assessment in EFL classroom

Oral assessment has become a crucial part in the English teaching and learning process where it makes the students speak spontaneously so the teachers are able to define their English proficiency. According to Hughes (2003), oral tests serve many purpose, those goals are to measure language level, to assesses weakness and strength, to identify the lacks of students, and finally to determine their placement within a teaching program. He or she has also set three accurate formats in order to assesses

oral skills, one-on-one interview (interviewing foreigners), paired or group discussion, and voice-recording speech (recording monologue video, group video, advertisement).

However, examining EFL students' perception is not an easy task. Performing in front of the class and even in front of their teacher will not happen without efforts. In the same vein; Larry Davis (2009:367) states:

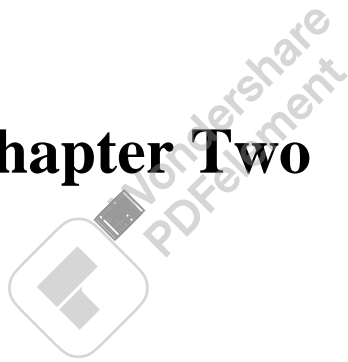
A lot of different factors are interrelated to ultimately produce a score in spoken or oral language assessment. The teacher does not know what the student think and feel about the assignment or assessment and the student could experience some stress, nervous, or unconfident when they are aware that they become the focus of their teacher's or their friends attention.

In this case, the instructor should work harder to make his tests less problematic and less burdensome. One of the strategies to achieve oral assessment is to listen, consider his learners' opinion, and make them involve in the teaching and learning process.

1.13 Conclusion

As it is shown in this chapter, the implementation of authentic materials plays a crucial role in enhancing EFL learners' communicative competence. Researchers in this part have indicated the significance of learners' interaction with native speakers through exposing them to authentic situations/events/persons. As result, they will be confident in their own ability to tackle verbally new situations and challenges. As they have shown how authentic materials are applied in classrooms as well as providing suggested other creative ways to implement authentic materials in teaching English language such as weather.com website, menus, indeed .com website and so on. Moreover, the researchers have provided detailed background knowledge about the oral proficiency and its skills, how to develop it in common ways to assess the oral proficiency.

Chapter Two



Chapter Two: Data Collection and Interpretation

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2.1 Introduction

This second chapter of this research paper deals more with the empirical framework .It focuses on the extent to which the implementation of authentic materials in EFL classrooms influence and enhance oral proficiency of 2nd year EFL ‘licence’ students at the English Department – Tlemcen University .

To accomplish this present research, investigators attempt to follow a research methodology to conduct their study. It embraces the research design as well as the sample population that has been selected. Moreover, it involves two distinguished research instruments that contribute in collecting accurate data which are teachers’ interview and classroom observation.

Therefore, the researchers within these procedures are expected to analyze data collection using qualitative and quantitative approach in order to either approve or disprove the findings. Lastly, the researchers try to provide suggestions and recommendations regarding the research problem.

2.2 Research Methodology

Research methodology is a scientific study that helps the researcher to solve his or her research problem in a systematic way. The term methodology is an umbrella term that consists of the nature of population, selection of sample, selection or preparation of tools, collection and analysis of data. Research Methodology seeks to produce valid and reliable results that concerned with the aims and objectives of the research problem.

In research methodology, research findings can be articulated either quantitatively which is numerical statistics based on testing theories and hypothesis with the use of multiple choices question, closed ended surveys, math and charts or qualitatively which focuses on the exploration of thoughts and formulation of theory . However, these approaches and methods should not be selected randomly rather it should be chosen in a logic and reasonable way. In this specific context, Kothari (2004:8) claims:

Thus, when we talk of research methodology we not only talk of the research methods but also consider the logic behind the methods we use in the context of our research study and explained why we are using a particular method or technique and why we are not using others so that research results are capable of being evaluated either by the researcher himself or by others.

Therefore, conducting a research study should begin with considering how the researcher perceives the observed social phenomena, which leads to the dominant research design to be applied.

2.2.1 Research Design

Research Design is an overall plan that outlines what the researcher will do from writing objectives, hypotheses, and operational implications to data analysis. MacMillan and Schumacher (2001:166) define it as a strategy for selecting subjects, research sites, and data gathering procedures in order to solve the research questions. In the same vein, Leedy (1997:195) defines research design as a study plan that provides the overall framework for data collection. Additionally, Durrheim (2004:29) states that “research design is a strategic framework for action that serves a bridge between research questions and the execution, or implementation of the research strategy”. To rephrase it, research design should constitute the blueprint of the research paper that links the problem statement with the implementation of inquiry procedures.

In order to clarify the research design of this present paper work, the researchers have selected the case study as a research methodology. According to Yin (1984:23) case study is “an empirical inquiry that investigate a contemporary phenomenon in its real-life context; where the boundaries between phenomenon and context are not clearly evident; and in which a multiple sources of evidence are used”. Simply put, the case of study is an experimental study that permits explorers to explore the key characteristics, meaning, and implications of the case in order to attain a deep

knowledge about specific real –world subjects. In other respects, a case study is a comprehensive examination of a specific subject, such as a person, group, location, event, organization, or phenomenon. Case studies are frequently used in social, educational, clinical, and business studies.

A case study of research design generally includes qualitative methods, however quantitative methods are occasionally also used. Case studies are beneficial for describing, comparing, evaluating and understanding different aspects of a problem. In this particular instance, a case study method can be of three types, depending on the research's intention which are exploratory case study, descriptive case study and explanatory case study. Zainal (2007:3) has provided different precise definitions of the cited types, she claims that the first one is “set to explore any phenomenon in the data which serves as a point of interest to the researcher”;while, the second one is “set to describe the natural phenomena which occur within the data in question” (ibid) ;Whereas, the third one is “to examine the data closely both at surface and deep level in order to explain the phenomena in the data” (ibid).

Henceforth, this academic research based on exploratory case study; its primary objective is to detect the significance and effectiveness of using authentic materials as a motivational strategy to enhance oral proficiency. This work attempts to examine if audio-visual authentic materials have the ability to ameliorate students' oral performances in EFL classrooms .Furthermore, it seeks to identify the methodology of using authentic materials in EFL classrooms .Additionally, it investigates the teachers attitudes towards employing authentic materials in their usual oral courses .Over and above, the rational purpose behind using exploratory case study is to know whether EFL students are influenced and motivated by these authentic materials or they fear from exposing themselves to authentic materials because of its complexity in terms of linguistic jargon .

2.2.2 Sample Population

A sample is a more manageable subset of a large group .It is used when population sizes are too large for the test to involve all possible members or observations. A

sample should be representative of the population as a whole and should not be biased toward any particular attribute. According to Kothari C.R (1980:56), sample is defined as “the technique or the procedure the researcher would adopt in selecting items for the sample. Sample design may as well lay down the number of items to be included in the sample i.e., the size of the sample”. In this present research work, the researchers have selected randomly the 2nd year ‘licence’ EFL students and EFL teachers at Tlemcen University as a sample of population of this research study.

2.2.2.1 Students ‘profile

The total sample population of English LMD 2 students is 280 who study at Tlemcen University; the researchers have chosen English LMD2 students as a research sample since they have experienced one year of English language .Thus, they are capable to understand the target language from native speakers. EFL students are divided into 8 groups .However, the researchers have taken only five groups to based their study on due to the health protocol (see The results of classroom observation: p61).This groups represent 203 informants, 65 males and 138 females aged from 19 to 28 years old .These participants have been studying and experiencing the English language from their 1st year of middle school until their 2nd year of university.i.e, 7 years as a compulsory subject and 2 years as a specialty.

2.2.2.2 Teachers’ profile

The present case study, involves five (5) teachers among seven (7) teachers who teach EFL students English Oral Expression at the level of 2nd year at Tlemcen University. These teachers have been observed in the middle of teaching process while imparting knowledge for several groups at the English Department during oral sessions.

2.2.3 Data Collection

Data collection is the process of gathering, measuring, and analyzing insights for research purposes using standard validated techniques. The collected data allows researchers to evaluate their hypotheses in most cases, regardless of the field of research; data collection is the first and most important step. The approach to data collection differs depending on the field of study. In the present investigation, the

researchers have selected two research tools in order to collect valid and accurate facts. Namely, teachers' interview and classroom observation. Furthermore, regarding the present inquiry; teachers' interview and classroom observation are considered as suitable instruments to obtain evidence to be analyzed and interpreted later qualitatively and quantitatively, due to the fact that, the type of this research requires a non-numerical and numerical statistics.

2.2.3.1 Teachers' interview

Nunan (1992:231) defines an interview as "the elicitation of data by one person from another through person-to-person encounters". In the same line of thought, Lapan (2004:241) claims that, "The face-to-face interview is one of the best sources of information. Prescriptions gained through his give-and-take process represent more than points of view; they offer insights into special knowledge that only participants possess". Expressly, both definitions denote that interview involves face-to-face conversations between the interviewer and the interviewee that seeks to obtain more data concerning research issue.

Yet, interview is derived into three types; unstructured, semi-structured, and structured interviews. The type of research chosen is determined by the nature of the research and the degree of control the interviewer wishes to exert.

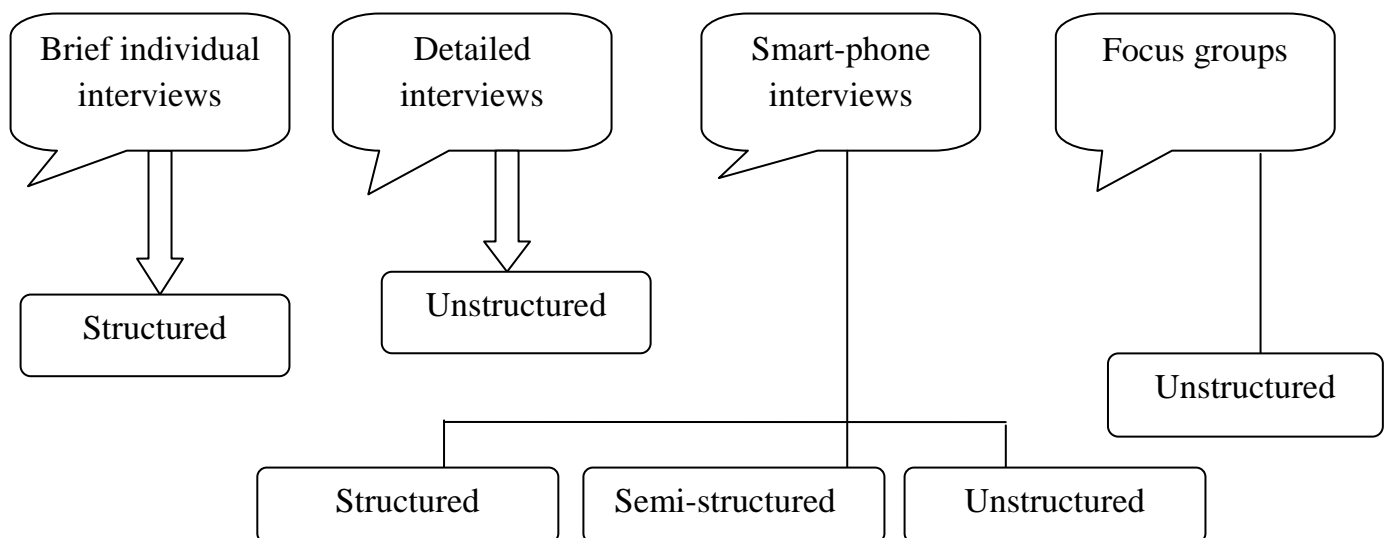


Figure 2.1: Diagram Representing the Types of Interview with their Specific Category

Table 2.1: Types of Interview

Type	Explanation
Structured interview	<p>This type of interview employs a series of structured questions, and interviewees are given a list of options from which to select an answer; it is very similar to a questionnaire. Nonetheless, the questions in a structured interview may be arranged in such a way that only a limited range of responses are available.(Mathers, 1998)</p> <p>Structured interviews are frequently closed-ended questions They can be binary, in which participants answer each question with "yes" or "no," or multiple-choice. Open-ended structured interviews do exist, but they are uncommon.</p>
Semi-structured interview	<p>Is a set of pre-determined open questions that give respondents the freedom to answer. This allows interviewers and respondents to develop further by discussing specific topics.</p> <p>Semi-structured interviews are a combination of structured and unstructured interviews. Some questions are pre-determined, others are not planned.</p>
Unstructured interview	<p>The unstructured interviews or depth interviews are developed as method to elicit people's social reality .It has been defined as a way to comprehend the</p>

	complex behavior of people without planning prior arrangements which may restrict the subject area.
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2.2.3.2 Teachers' Interview Protocol

In this study, the researchers have employed a structured interview as data gathering tool in order to introduce enough objectivity into the present paper. In this respect, investigators have conducted structured interview in order to extract insight information concerning whether EFL teachers and EFL students are supportive towards the use of authentic materials in oral sessions. It targets the EFL teachers who teach English Oral Expression at the department of English at Tlemcen University.

The interviewees were all asked the same questions with different teachers under different circumstances; some were asked face –to-face while their answers have been recorded via smart phone; others were interviewed online using Teams application; while some of them asked orally where the interviewers were taking notes to be analyzed later. This stage of interviewing several teachers is essential part to ensure the validity of the researchers' suggested hypotheses. And the following aims represent each question asked during the interview:

Q1: Aimed at knowing the teachers' academic degree.

Q2: Aimed at knowing teachers' experience in teaching oral session.

Q3: Designed to know how many session teachers teach oral session per week.

Q4: Intended to know if the oral sessions are enough to improve student's oral production.

Q5: Intended to know if their approach is learner-centered or teacher-centered.

Q6: Aimed at knowing the methodology used in evaluating students 'level in oral session.

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Q7: Designed to know if students participate all the time.

Q8: Asked to know if teachers use authentic materials in their oral classes .This question is answered according to 2 different responses.

A: If the answers are yes, the question aimed at knowing if the use of authentic materials is important to enhance the students' oral proficiency.

B: If the answers are no, the question intended to know if they need training regarding the use of authentic materials.

Q9: Aimed at identifying what types of authentic materials do enhance students' oral proficiency.

Q10: Aimed at knowing how frequently teachers use authentic materials.

Q11: Intended to know from where they get the resources of these materials.

Q12: Aimed at knowing the obstacles that faced teachers when using authentic materials as strategy to teach.

Q13: Designed to know if teachers have sensed students' motivation while exposing to authentic materials in the classroom.

Q14: Aimed at discovering if teachers have noticed any improvement regarding students' oral proficiency.

Q15: Aimed at wondering if teachers need to endure certain authentic materials training in order to be able to teach with it.

The process of interviewing teachers took about (7) minutes to (20) minutes; through online, it took (7) minutes; through face to face, it took (20) minutes. The five (5) teachers were asked fifteen (15) questions; seven (7) close- ended questions (yes or no questions) and eight (8) open-ended questions that permits the interviewees to express themselves without constraints .These set of questions were classified systematically , initiating from general questions (personal questions) to specific ones (concerning research inquiry) .

These interviews were conducted during the covid-19 period of the academic year 2021/2022. It was a difficult mission to complete due to the waves system that has been introduced by multiple universities among them: Tlemcen University to distance students and teachers because of the health case that Algeria has been suffering from. Therefore, the investigators were unlucky to question all the oral teachers because their timetable was interloped.

2.2.3.3 Classroom Observation

Classroom observation is a method of gathering information by observing people's attitudes and behaviors or events. It is a common method used by researchers in conducting studies on a specific phenomenon in order to obtain data in a more natural manner. Indeed Kothari (2004:96) has defined observation as:

The observation method is the most common used method specially in studies related to behavioral sciences. In a way we all observe things around us, but this sort of observation is not scientific observation. Observation becomes a scientific tool and a method of data collection for the researcher, when it serves a formulated research purpose is systemically planned and recorded and is subjected to checks and controls to validity and reliability. Under the observation method, the information is sought by way of investigators' own direct observation without asking from the respondent.

The primary goal of classroom observation is to improve student outcomes by improving the teacher's instructional abilities. A secondary goal of observation is to look into potential inequities in instruction among different groups of students. This enables teachers and researchers to identify and eliminate biases in how different groups of students are treated based on their gender, socioeconomic status, or other distinguishing factors. The ultimate goal is to provide researchers with information on current educational practices and to identify instructional issues. Classroom

observation involves different types with its each sub-category as it mentioned in the following table:

Table 2.2: Types of classroom observation

Disguised or Undisguised	
<p>Disguised observation happens when respondents are unaware they are being observed , hence , they behave naturally Where it allows researchers to gain valid and accurate data.</p> <p>This process is accomplished for instance, by using employing hidden equipments.</p>	<p>Undisguised observation occurs in a situation where the informants are aware of being observed, hence, they behave unnaturally, i.e. the respondents modifies an aspect of their behavior in response to their awareness of being observed .</p> <p>This type of reactivity called Hawthorne effect.</p>
Structured or Unstructured	
<p>Structured observation takes place when the researchers need to develop a specific plan in details concerning how the measurement are to be recorded and what to do as methodology to observe the both students ‘outcomes and teachers’ performance.</p>	<p>Unstructured observation appears when researchers function as monitors of all the aspects of his research study that seems related.</p> <p>This type of observation is used when the research problem has yet formulated.</p> <p>The researcher should treat the findings as hypothesis rather than conclusive findings.</p>
Participant or Non-participant	
<p>Participant observation is a research methodology in which the researcher is immersed in the participants’ daily activities .The goal is usually to record behavior in as many different settings as possible.</p>	<p>Non – participant observation does not allow the observers her or him to communicate, interact, question and participate with students being observed.</p>

2.2.3.4 Classroom observation protocol

In this research work, the method of classroom observation has taken place in the Department of English, Faculty of Letter and Foreign languages at university of Abu Bakr Belkaid, Tlemcen. The investigators have adopted both types; participants' classroom observation and structured classroom observation to produce qualitative data quickly and easily then it enables the researcher to gain a more accurate understanding of the studied group's social problems. Knowing the group's level of life and daily life makes it much easier to understand the situation and achieve a profound change.

The researchers have attended five (5) sessions of the oral expression module with five (5) groups out of the eight (8) groups of 2nd year EFL 'license' students at the department of English language .They are taught by three (3) males and two (2) females' teachers of oral expression. The investigators have attended one (1) session of two (2) hours in the setting observed in the first semester before the exams whereas, in the second semester, they have attended four (4) sessions and each oral session took two (2) hours.

Thus, it was sufficient for researchers to gain all the required information to wider the range of the present inquiry concerning the contribution of genuine materials to strengthen the oral skills (speaking and listening skills) of EFL learners. The rational purpose behind classroom observation is to observe the following basics elements:

- ❖ Classrooms Environment: layout, visuals, instructional materials and organization.
- ❖ Students' Engagement: active engagement, positive reinforcement and group activity.
- ❖ Teachers' Engagement: teachers' attitudes (time management, methods of teaching ...etc.) and instructional media.

2.3 Data Analysis

Data analysis is a most crucial part of any research process .It summarizes the gathered data as it involves analyzed collected data through quantitative and qualitative approach. In this respect, the investigators has collected data from different sources then moved to the second step which is Data Cleaning, i.e. they prevent and correct all the errors such as purging duplicate and anomalous data, reconciling inconsistencies, standardizing data structure and format, and dealing with white spaces and other syntax errors. That would be subsequently excluded later in analysis.

Later on, the researchers analyzed the data by using various data analysis tools and techniques such as teachers 'interview and classroom observation that have been gathered from the researchers. Quantitative and qualitative approaches were used in their research work to help them interpret data with both numerical statistics and logical statistics. In the end, they interpreted the analysis to determine how well the data answered their original question. What recommendations they can draw from the data? What are the limitations of their conclusions?

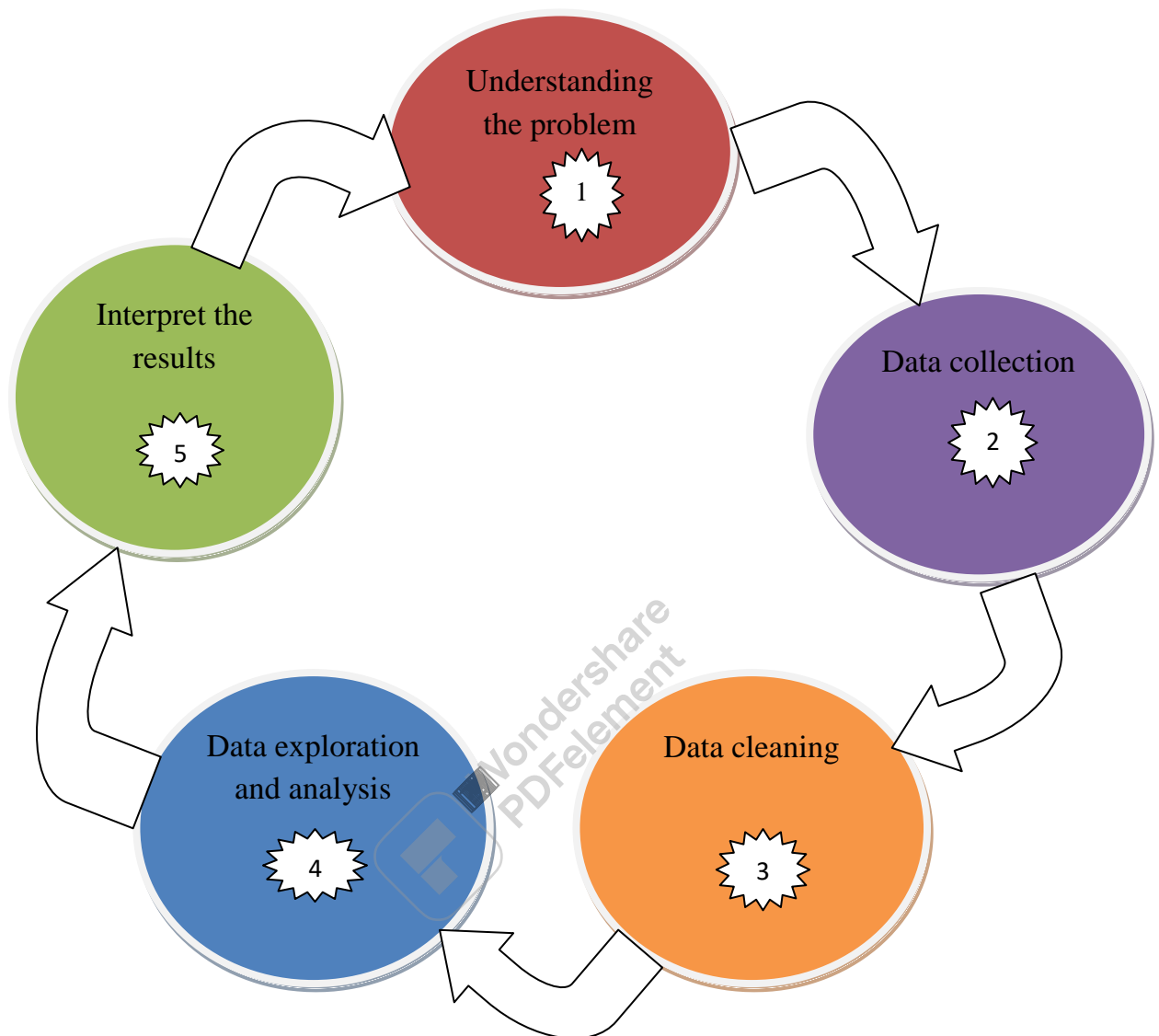


Figure 2.2: Steps of Data Analysis

2.3.1 Results of Teachers' Interview

The researchers are intended to analyze the following results:

Question 1: what is your academic degree?

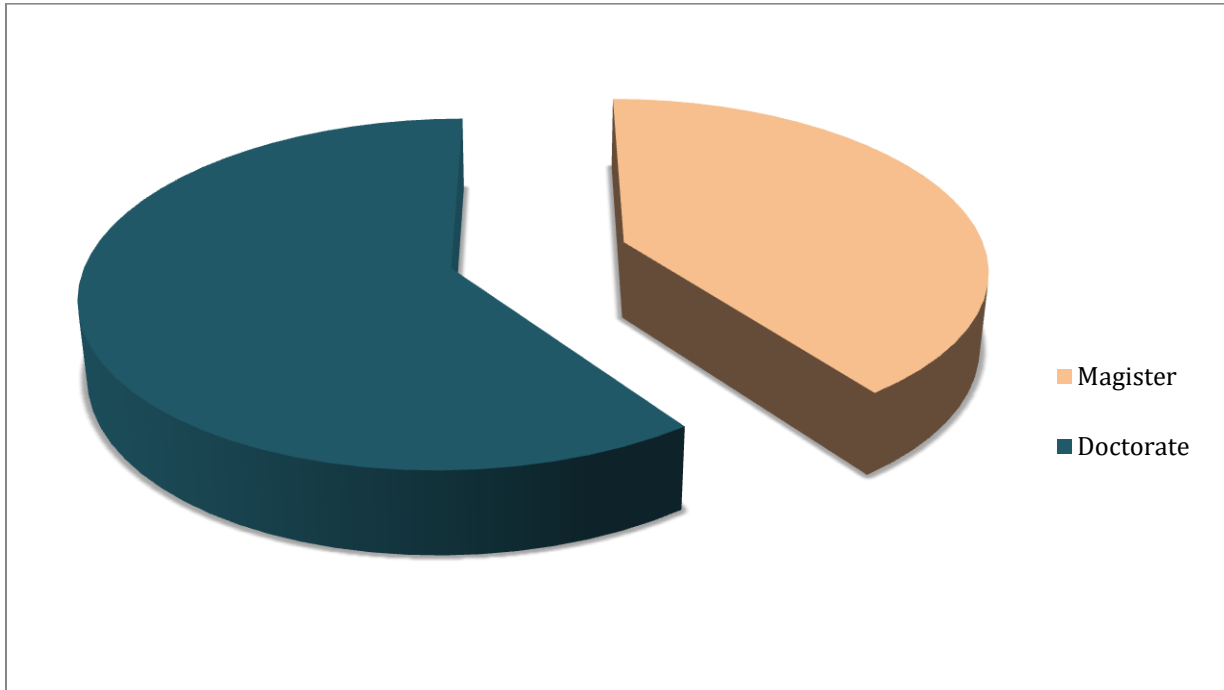


Figure 2.3 Teachers' Academic Degree

The results of the first question show that three (3) out of five (5) of teachers hold doctorate teachers; while two (2) out five (5) of them hold Magister's degree.

Question 2: How long have you been teaching oral English classes?

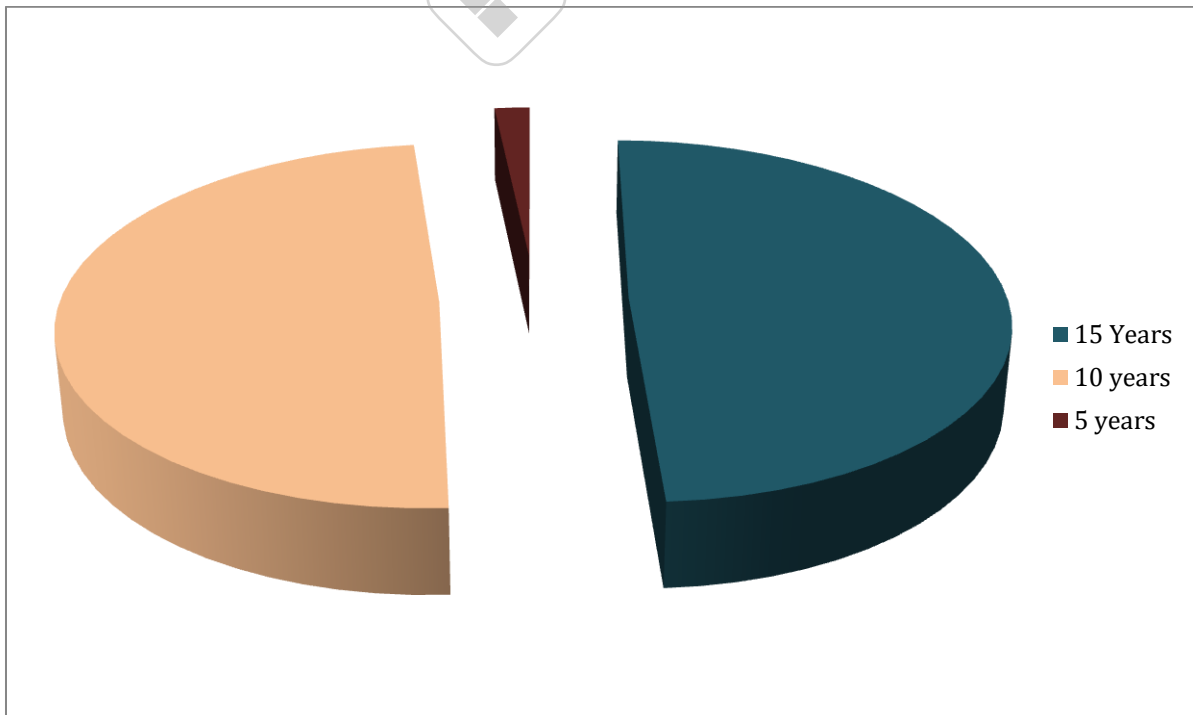


Figure 2.4 Teachers' Experience in Teaching Oral Sessions

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As shown in this figure, two (2) teachers have been teaching oral sessions for 15 years; while two (2) of them have been teaching oral classes for 10 years, yet one (1) of them have experienced teaching oral courses for 5 years.

Question 3: How many oral sessions do you teach per a week?

For the third question, all the teachers have the same answer .They teach one (1) session of English Oral Expression per week, i.e. two (2) hours per week since they all teach at the same department, teach the same module, and follow the same timetable. Because of the covid-19, the allotment of time for oral expression has been reduced from three (3) sessions to one (1) session.

Question 4: Do you think that it is enough to improve student's oral production?

In question number four, five (5) out (5) teachers have agreed that one session is not enough because teachers think that English Oral Expression should be dispatched through all the sessions of teaching ,i.e. all the modules such as literature, linguistics, comprehension written expression ,and reading expression should be concerned with oral production . Moreover, they have declared that it is not enough to manage all the activities in one session for this reason; the students will not have the opportunity to all participate, since it is no enough to both listen and examine all the presentations of the students.

Question 5: Is your approach of teaching based on learner-centered or teacher-centered?

The question number five shows that all the teachers have a middle-ground between teacher-centered and learner-centered approach. According to their responses, teachers have stated several reasons behind their middle-ground between the two approach .For the first reason, they have mentioned that it is good to teach with both approaches but at the same time it is expected that students should develop more listening and speaking skills and to be autonomous learners. For the second reason, they have said that the two approaches should be blended because the teaching and learning process goes hand in hand. For the third reason, they have mentioned that

the teacher has to play a role of a monitor and adjuster while the students have to be the practitioners.

Question 6: How do you evaluate student's oral expression level?

In the sixth question, the results showed that teachers have for some reasons different answers. One teacher(1), he or she has indicated that evaluation of student's oral expression level depends on the learners' motivation where some of the students participate while others are doing their utmost to produce oral discourses; meantime other group of students are for somehow timid and have anxiety, unlike the remains that are evaluated as medium. Comparing to the three (3) other teachers, they have preferred to grade their students from very weak to excellent; however recently, they have noticed a decrease in their level due to the limited hour oral sessions per a week. Lastly, the remaining teacher has mentioned that he or she evaluate his or her students with: free talks, role playing activities and tests.

Question 7: Regarding participation, are the students active all the time?

The respondents of this seventh question have provided distinguished responses. One teacher (1) has stated that the students are motivated when they are attracted to the topic, unlike the de-motivated students, they will not be active and participate. Another teacher he or she has noticed that not all the time and not all the students participate, yet the majority works when they are obliged to accomplish a task. In contrast, the remaining (3) teachers have said that the students are active most of the time and participate such as responding to teachers' questions through direct answers or providing different activities.

Question 8: Do you use authentic materials in your oral expression sessions?

- If yes, do you think that the use of authentic materials in oral expression sessions is important to enhance the students' oral proficiency?
- If no, do you think you need training in using authentic materials?

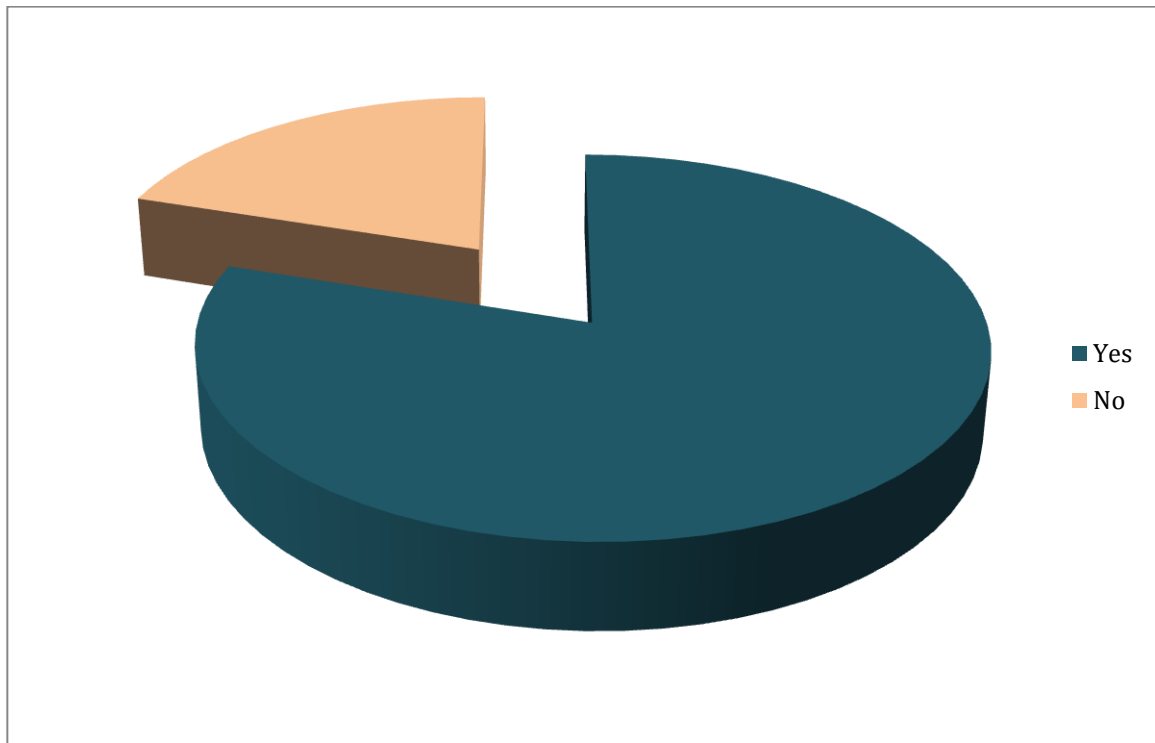


Figure 2.5 Teachers' attitudes towards the use of authentic materials

As it is shown in the figure, there are 4 out of (5) of teachers who said yes to the use of authentic materials in EFL classrooms, however. The remain teacher did not support the use of authentic materials thinking that students are already exposed to authentic materials such as listening to music, watching American and British movies so there is no need to bring authentic materials into the classroom.

Question 9: What types of authentic materials do you think it enhance the oral proficiency of the students?

In the ninth question, all the teachers expect one have agreed on the same idea in which entails that both audio-visual authentic materials and printed authentic materials such as extract from a short movie, recorded audio tapes, written scripts taken from American or British book do enhance students 'oral proficiency during the learning process.

Question 10: How often do you use these authentic materials?

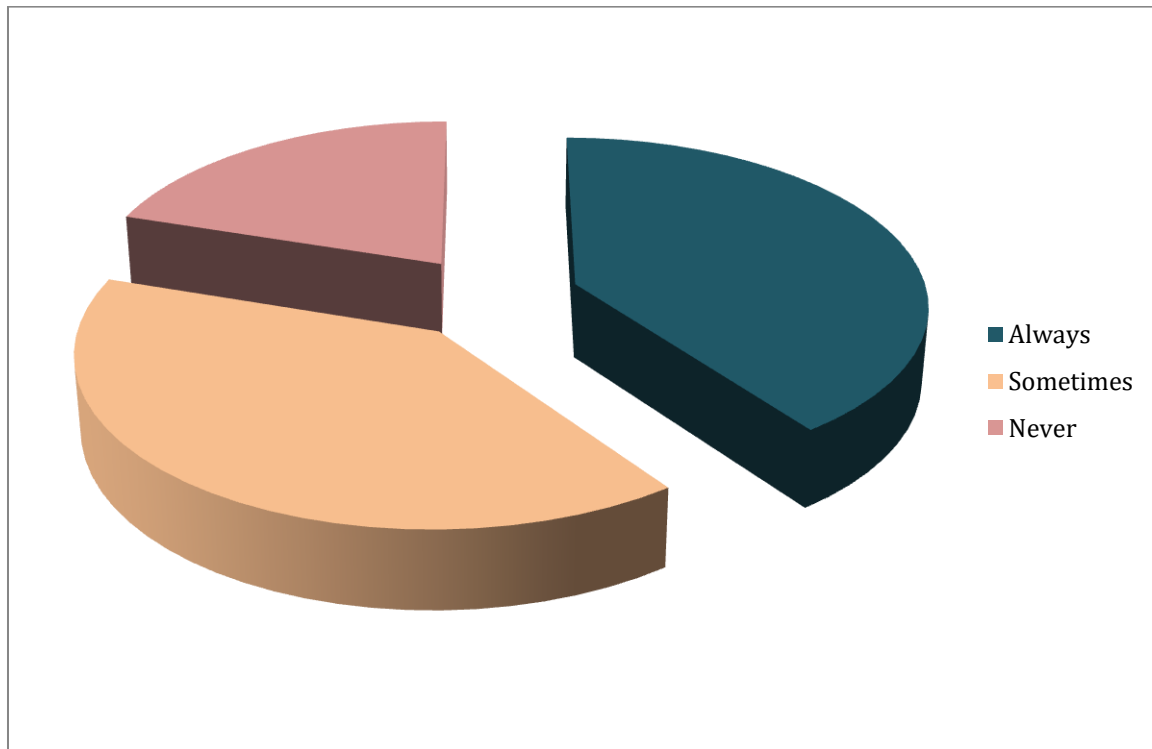


Figure 2.6 Teachers' frequently use of authentic materials in classroom

In this question, teachers were asked how often they have used authentic materials in oral sessions, their answers were divided into 3 parts. Two teachers (2) have said that they always use authentic materials since it has a huge impact on students' learning. For another, (2) teachers have mentioned that they sometimes use authentic materials because of the lack of materials and there are only three laboratories at the English Department which is not sufficient. While, one (1) teacher has mentioned that the authentic materials is never used in the oral sessions because it is not the responsibility of the teacher to teach with authentic materials which is not concerned with oral program, rather it is the students' responsibility to ameliorate their oral skills by watching movies or BBC News, listening to songs or chatting with native speakers in social medial.

Question 11: From where you find these authentic materials?

In the eleventh question, interviewees were asked to provide the researchers with responses concerning the sources they have used to teach with authentic materials to enrich their teaching styles. (4) Out of (5) interviewees have answered that these

sources are: websites, books, audio-videos from the internet and YouTube. However, for the remaining teacher she or he did no answer this question because the teacher is not concerned with the use of authentic materials.

Question 12: What are the obstacles that you face when you use authentic materials as strategy to teach?

In this question, one (T1) of the teachers has faced difficulties concerning the cultural differences in which it is hard for the students to be adopted with new culture, new thoughts and believes in addition to the complexity of language, students do not always understand what is said by the native speakers .In the same line of thought, another teacher (T2) has claimed that the connected speech is one of the main problem that does not allow the student to grasp the whole meaning.

Along the same line, other teacher(T3) has faced obstacles such as access to the oral-aural equipment in which she or he found it heavy to bring it into the class as it is not always available in addition to the restricted time that is not sufficient due to the pandemic .For a similar purpose, the remaining two interviewees have mentioned that native speakers accents cause another serious complications for EFL learners, i.e. the students when they become a researchers they will mixed between both accents which is forbidden academically .

Question 13: Do you feel that students are more motivated when exposing to authentic materials in the classroom?

In this question, all the teachers except one have agreed. However, they declared that in some situation the motivation depends on the interests of the topic, i.e. if the topic or the content is more attractive, the student will participate and be motivated to learn more about the culture of the target language. Yet, if the students have no interests in the topic, some of the students do not bother themselves or give reaction at all.

Question 14: Have you notice any improvement regarding their oral proficiency level after using authentic materials?

The question was designed to know if the use of authentic materials is useful in enhancing students' oral proficiency. Thus, the delivered responses by the interviewees have shown that there is an agreement by the majority of the teachers, believing that the implementation of authentic materials contribute to the improvement of oral production of the students .However, there was 1 out 5 teachers who did not use authentic materials, he or she has mentioned that the level of the students does not only depend on the Oral Expression module or the knowledge they gained in the classroom, yet they can access authentic materials by themselves.

Question 15: Do you think you need training in using authentic materials?

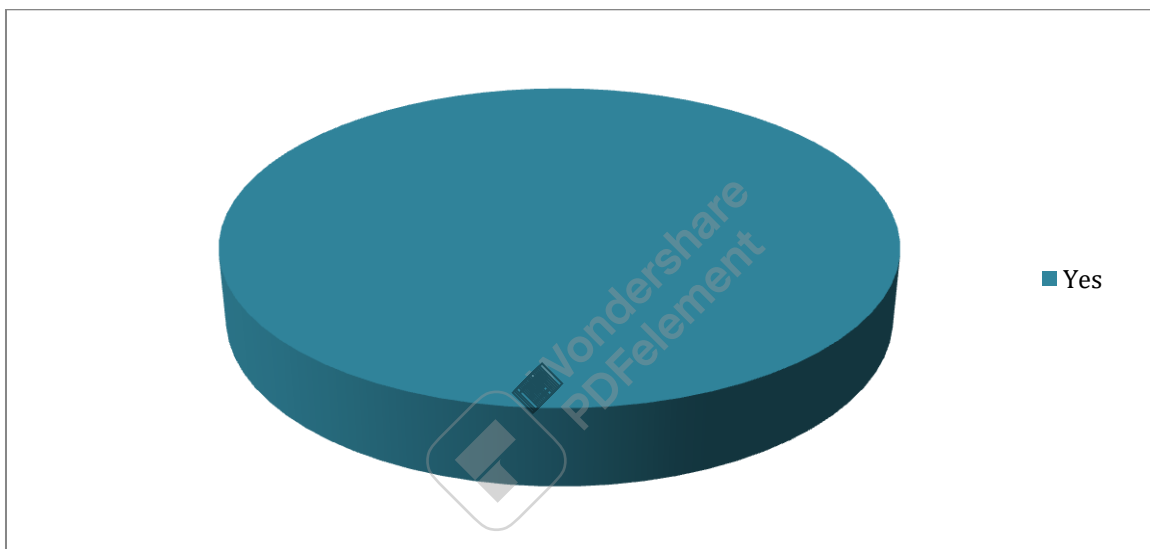


Figure 2.7 Teachers' agreement towards being trained to use authentic materials

As the sample shows in the final question, all the teachers have agreed that they need training courses by experienced teachers to use these authentic materials in order to strengthen their teaching skills.

2.3.2 Results of classroom observation

The main purpose that urges the researchers to use observation classroom as a tool to collect data is to observe the natural setting where they can confirm the entire hypothesis on a reliable, variable and accurate data. In this research study, the investigators have played a role of a participant observer .They have conducted a classroom observation in different hours and classes with five (5) different groups

among eight (8) groups from the 2nd year EFL 'licence' students at the English Department at Tlemcen University .These groups are taught by two females and 3 males who teach Oral Expression module.

The researchers has joined six sessions and used classroom observation in accordance with a three-part protocol .The First one was concerned with classrooms Environment; layout, visuals, instructional materials and organization. The Second one was about students' Engagement; active engagement, positive reinforcement and group activity. The third one was concerned with Teachers' Engagement; teachers' attitudes (time management, methods of teaching.) and instructional media.

Indeed, the sessions were done in different settings and duration of time. The first session was done during the first semester by teacher (T1) .It took place on Sunday 05TH of December, 2021. The oral session has started from 08:30 A.M to 10:30A.M. At the outlet of the session, the first thing that was observed is that the teacher was struggling to find a room to settle the equipments to conduct an oral lecture. Meanwhile, the students were confused where they can go to attend the course. Afterwards, students entered the classroom and set on paired desks. The layout of the classroom was flexible, calm, safe and orderly .At this moment, the (T1) greeted the students then helped them to recall the prior knowledge by asking them questions .In the same situation; students were answering the teacher's questions.

In the same idea, students seemed to be individualist while providing their answers, each one of them tried to clarify his own thoughts. After the warm-up of the lecture, the teacher wrote the title of the lecture on the white board then exposed the students to an authentic audio-video tape. However, because of the luck of materials the teacher could not use the data show, the students were only able to listen to the recorded audio on the computer, at this moment, all the students were consternating and trying to understand the native speaker' conversation. After they had listen to the audio three times, they were asked to explain what they understand from the conversation in addition to give their ideas and opinions about the topic .This has led them to participate and give examples from their real life situations .Afterwards, the teacher supported the lecture by giving interested activities concerning dialogues so to make

Chapter Two:

Data Collection and Interpretation

the students involved and practice speaking through role playing. At the end of the session, the teacher summarized the major points of the lecture with giving them oral assignments to be done at home.

In the second semester, the observers have attended three sessions on the same day by different teachers (T1), (T2), (T3), i.e. two (2) males and one (1) female. It took place on 3rd of March, 2022, the first one was from 8:30a.m to 10:30 a.m, and the second one was from 11:00a.m to 13:00p.m whereas the third one was from 13:15 to 15:15.p.m, the whole groups shared the same description of classrooms' layout. All the sessions were done in ordinary classes. Both teachers (T1) and (T2) did not use any authentic materials due to the lack of materials and the setting because it supposed to be on the laboratory, whereas the third teacher (T3) did not support the use of authentic material even with the occurrence of the materials.

Similar to the previous notice, the observers noticed that the three teachers were using the same instructional materials; they used the white board to explain the lecture by writing some examples to illustrate their delivered knowledge. Regarding (T1), the focus of the transmitted knowledge was based more on the phonetics aspects. Additionally, the teacher was helping the students to recall prior knowledge concerning the << previous year and providing them with questions. At the same time, students were trying to remember the words and answer the teachers' questions. In the middle of the teaching process, whenever there was a complicated terms that needs to be clarified, the teacher was using the mother tongue (Arabic language) to explain the meaning of the terms .For instance, the term 'assimilation'; was translated by the teacher in Arabic language 'الإدغام' by given an example such as "و من يعمل". This helped the students to grasp the meaning in which they were repeating the pronunciation of words after the teacher.

When it comes to the organization of the lectures, all the three teachers are similar in this situation. They were stating the objectives of the lesson at the beginning of the session as well as performing the lecture chronologically .At the end of the session , they were summarizing the main ideas of the lecture as they were checking if there is any questions from the students to be asked to be clarified . After, they were providing

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the students with different assignments to be conducted at home regarding the lecture they had so in the next class it will be corrected and discussed.

For the fourth session, it took place on Sunday the 17th of April, 2022, from 13:15 to 15:15a.m. This session was different than the previous sessions. It was really easy for the observers to discover whether the teacher use authentic materials or not. Before the session was held, there were students waiting for the teacher to come patiently, after the teacher arrived, students entered the laboratory where the teacher supposed to present his lecture. They settled in a U-Shape where each one has his computer. At the beginning, the teacher provided the students with a diagnostic test to start the lecture. Simultaneously, students were doing short activities and discussing the ideas in groups, pairs and individuals since it was optional for them to choose the way to work. After five minutes, the teacher pointed out some students to answer the questions in which students were reading the questions by themselves and answering at the same time.

In the same line of thoughts, the students were a little bit exhausted since it was Ramadan and the last session of the day. Thus, the teacher was trying to make the students participate and be active for the whole session by exposing them to an interesting topic that could attract their attention. The teacher used a data show to present a lecture named 'collocations'. The students were excited to know more about the concept. Later on, the teacher was explaining the lecture with authentic printed materials yet, it was performed on a big screen so that everyone can see. To convey the meaning, the teacher provided his student with multiple interested examples within the pictures. For instance, the phrase 'pay attention' was given to the students in a sentence such as 'the mother told her son to pay attention to his attitudes'. At this situation, the students were providing different answers while the teacher was listening to their answers.

In the middle of the teaching process, the teacher had given his students activities to do in groups or individuals for 10 minutes. Later on, the students were sharing their ideas and answers while reading the dialogues in pairs, here the teacher played a role of a monitor and adjuster in which the teacher (T4) was checking their mispronounced words then corrected it for them. Indeed, from the beginning of the session till this step,

the approach of teaching was based on both learner centered and teachers centered where the students played a role of active learners, i.e. they participate, speak, and share their thoughts and ideas .Meanwhile , the teacher played a monitor , adjuster, a guide , a motivator ,and explainer .

Before the end of the oral lecture, the teacher exposed the students to an authentic audio tape in which they were asked to listen to it carefully and answer the questions concerning the content of the conversation. After this, the teacher checked every learner's answer. Later on, the students were asked to stand-up and recited their responses loudly so that all their mates could hear them. The teacher enjoyed hearing their examples from their real life situations as well as joking with his students. The teacher asked the students to link between what they have learned in the class with situations that happened to them in the real life events which makes each student curious about the answer of another. The atmosphere of the classroom was full of fun and excitement. In the end of the session, both teacher and students said goodbye to each other since it was the last session before exams.

In nutshell, both Student and Teacher shared a mutual respect. The students did not face any difficulties in understanding the authentic materials; they were comfortable to share their ideas and motivated to move to the next activity .In addition, they were happy when the teacher praised their work with positive reinforcements such as good and excellent. For the teacher engagement, the teacher was accurate about the time management as well as the lecture was presented chronologically in an organized steps.

2.4 summarizing the main findings

This section sheds light on the main results summary and discussions, attempting to connect the main findings and the previously stated study hypotheses. Consistently, to confirm the ultimate results, the researchers attempt to interpret their findings to form a relation with other related works. For this reason, the investigators have used a set of instruments such as classroom observation and teachers' interview to help them to provide a valid and reliable data.

As reported by the first hypothesis, exposing the EFL students to authentic audio-visuals materials help the students to enhance and strengthen their oral proficiency. This hypothesis is confirmed according to the results of teachers' interview. This can be seen in teachers' interview (question 09). In which there was 4 out of 5 teachers who noticed an oral improvements during the whole year while exposing their students to audio- visual materials.

As it is stated in the second hypothesis, authentic materials assist the students to improve their participation and motivation as make them feel that they are learning the 'real' language .This hypothesis is confirmed according to the findings in the teachers' interview (question 13), all the teachers except one believed that authentic materials do help the students to participate and feel motivated during the session .The same findings was noticed in the classroom observation in which whenever the students were exposed to authentic materials, they became motivated and interested to participate on the presented context .

According to The final hypothesis, the findings have confirmed that the majority of the teachers hold a positive attitude toward the use of authentic materials in oral sessions. This was shown in the teachers' interview (Question08) in which the revealed results have demonstrated that 4 out of 5 teachers agreed with the use of authentic materials in EFL classrooms, while the remaining teacher disagreed. He or she believed that students are already exposed to authentic materials such as listening to music and watching American and British movies, so there is no need to bring authentic materials into the classroom.

2.5 suggestions and recommendations

The following recommendations were stated by the researchers:

- according to the idea that was referred to it in Hong Kong ESL classroom by Bryan Holmes , EFL teachers should organize a collaborative session with another classroom from a native university either American or British in order to create an opportunity to meet the real language virtually ESL classroom where English teacher named Bryan Holmes asked his students to take notes

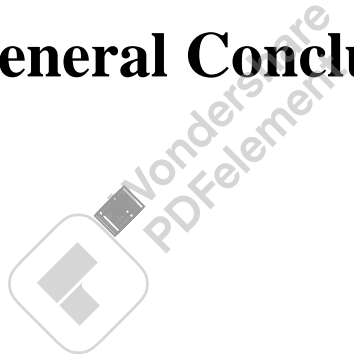
from a BBC broadcast then organizing a virtual class with Portland, USA public school in order to correct their mistakes).

- As it was suggested by a teacher in her channel named jogakonga EFL teachers should endure some training sessions regarding the use of authentic materials where they have to select an appropriate material in order to facilitate the teaching process as She recommended a site twurdy.com that gives a readability factor; either written or audio visual materials graded from easier to the most difficult.
- As it was already applied in the private school for foreign learners in delhi Teacher should provide effective authentic environment in oral session ; bringing creative materials for instance song : teacher ask the student to reformulate the lyrics in their own way according to a particular topic given by the teacher , however , this mission is done in groups so as the students could share their ideas and interact with each other.

2.6 Conclusion

In a nutshell, the chapter was an endeavor to answer research questions and ascertain how far the proposed hypotheses are accepted or rejected. Consequently, the findings confirm that the EFL learner's level are progressed gradually through the implementation of authentic materials in EFL oral classes .Furthermore, the results reveals that the EFL teachers maintain a positive attitude towards the use of genuine materials in EFL classes. In a parallel, the sample showed some positive reactions to these materials at a certain level. The findings were deduced from the analysis of the data gathered using a classroom observation and teachers' interview .In concluding, the overarching idea of this research work discovers that when the EFL learners study English langue at classes as it is exists in the real-life situations, they become more open to the target language culture, motivated and interested to the use of authentic materials.

General Conclusion



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The fact of teaching English as a foreign language using authentic materials in EFL classroom, increase a possibility of learning a language accurately without making any misconception. Thus, the learner will be influenced both culturally and structurally, i.e. it will enable him or her to communicate freely without hesitation about different topics about the language such as music, economy, etc. it was noticed that EFL teachers are unable to abandon their old practices in oral session which is mainly ordinary activities such as free talks ,study circles .Henceforth, the present study was divided into three chapters : the first one is concerned with theoretical information about enhancing EFL learners 'oral skill by utilizing authentic materials to meet the real world by learning the real language. In the second chapter, the investigators had both gathered and interpreted data using instruments which were teachers' interview and classroom observation .At the end , they concluded by summarizing the main findings along with the suggested recommendations ,and finally they designed their general conclusions .

Throw designing and conducting an exploratory case study, and once the process of collecting and interpreting data using set of research instruments had finished, the three proposed hypotheses put forward were approved and validated. The results had uncovered that EFL students had shown a positive reaction while using authentic materials. They were capable to maintain focused the whole oral session where it helped them to imitate native speakers' discourse and thoughts, especially when they were asked to repeat the dialogue one by one after the native speakers (role playing). In the same vein, audio-visual materials had made the teaching methodology more challenging, i.e. students did not only listen to oral English from different tapes but viewed then associated their body gestures with the pronunciation of the word so they can remember it well which confirmed the first hypothesis.

Indeed EFL students were influenced enough to intentionally participate because it was rarely seen students' involvements in classes that conducted ordinary activities.

General Conclusion

Therefore, students were motivated in learning both speaking and listening from real materials which confirmed the second hypothesis. In the same respect, the majority of EFL teachers were opened to the implementation of the authentic materials in the classroom. In fact, most of them agree that it was impossible to ignore these useful materials which confirmed the third hypothesis.

This work was a simple trail to the recent debate environing authentic materials and its capacity in enhancing the oral proficiency. However, it has been unethical not state or to mention the case limitation. Undoubtedly, conducting an investigation on particular phenomena in the Algerian EFL context has represented a tough challenge due to the many complications that have restricted the researchers; the limited recourses, i.e. the present inquiry did not have enough data, thus they only included previous dissertation, website articles because Algerian libraries did not have available books related to the chosen topic.

Another serious problem, Tlemcen University has designed a 'wave system' that has forbidden learners from studying all together. Therefore, the investigators could not attend all the oral sessions due to the restriction of hours, i.e. before the health condition teachers have been teaching oral module for three (3) sessions per a week but now they teach one (1) session per a week. In the same vein, the timetable did not help researchers since all teachers have been teaching at the same time from 08:00 a.m. to 10:00 a.m. Besides, the sample population of the teachers' interview was not sufficient to generalize the findings, the same for the observation.

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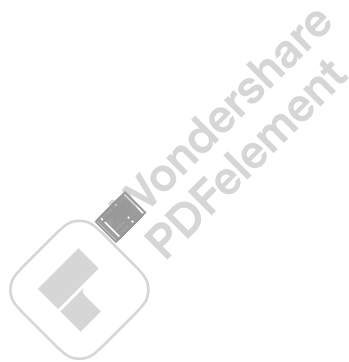
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Appendices

Appendix A: Teachers' Interview

Teacher's interview

Our research is a case of study of using authentic materials as motivational strategy to enhance student's oral proficiency at 2nd year EFL classes, you are kindly asked to answer some questions concerning the issue.

Teacher's name:

date:

class:

1. What is your academic degree?
2. How long have you been teaching oral English classes?
3. How many oral sessions do you teach per a week?
4. Do you think that it is enough to improve student's oral production?
5. Is your approach of teaching based on learner-centered or teacher-centered?
6. How do you evaluate student's oral expression level?
7. Regarding participation are the students active all the time?
8. Do you use authentic materials in your oral expression sessions?
 - If yes, do you think that the use of authentic materials in oral expression sessions is important to enhance the students' oral proficiency?
 - If no, do you think you need training in using authentic materials?
9. What types of authentic materials do you think it enhance the oral proficiency of the students?

10. How often do you use these authentic materials?
11. Form where you find the sources of these authentic materials?
12. What are the obstacles that you face when you use authentic materials as strategy to teach?
13. Do you feel that students are more motivated when exposing to authentic materials in the classroom?
14. Have you notice any improvement regarding their oral proficiency level after using these authentic materials?
15. Do you think you need training in using authentic materials?



Appendix B: Classroom Observation

Teacher name:

Date:

directed class: 2ND YEAR EFL STUDENTS

The environment	LAYOUT	VISUALS	INSTRUCYIONAL MATERIALS
	Flexible <input type="checkbox"/>	Graphic organizers <input type="checkbox"/>	-The teacher uses The white board. <input type="checkbox"/>
	Attractive <input type="checkbox"/>	flowcharts <input type="checkbox"/>	-The use of data-show. <input type="checkbox"/>
	safe and orderly <input type="checkbox"/>	writing essential questions on the white board (before launching into the lecture) <input type="checkbox"/>	-Audio/videos/tapes (authentic materials) <input type="checkbox"/>
			-Audio/videos/tapes (non authentic materials) <input type="checkbox"/>
		-The implementation of computers. <input type="checkbox"/>	
Others:	Others:	Others:	
organization		Comment:	
The teacher states the objectives of the lesson. <input type="checkbox"/>			
The teacher helps the students to recall prior knowledge of the lesson. <input type="checkbox"/>			
The teacher presents the lecture chronologically regarding organized sequences <input type="checkbox"/>			
Summarizing the major point of the lecture <input type="checkbox"/>			

	Active engagement	Positive reinforcement	GROUP ACTIVITY
Students engagement	Student's interaction in form of discussions. <input type="checkbox"/>	teachers usually praise their students for their work <input type="checkbox"/>	The student work in : a- In pairs b- Individuals c- In groups
	the Students are interested with using authentic Materials. <input type="checkbox"/>		
	The students face difficulties in understanding the authentic materials. <input type="checkbox"/>	Respect is mutual between teacher and students <input type="checkbox"/>	Are there any problems among students while working in groups? <input type="checkbox"/>
	The teacher allows the students to move freely in the classroom. <input type="checkbox"/>	teachers have high expectation towards their learners <input type="checkbox"/>	
	Are the students afraid of sharing their ideas? <input type="checkbox"/>	Others:	OTHERS:
	Students learn through constructive criticism <input type="checkbox"/>		
Teacher engagement	Teacher engagement	Media	
	The teacher is considered as the leader of the classroom : -a a monitor <input type="checkbox"/> -b a motivator <input type="checkbox"/> -c an adjuster <input type="checkbox"/> -d an explainer <input type="checkbox"/>	the teacher explains the lecture via: a- Data-show <input type="checkbox"/> b- Audio-visual materials <input type="checkbox"/> c- Computer <input type="checkbox"/> d- Internet <input type="checkbox"/> e- Teams <input type="checkbox"/>	
	Teachers are accurate about their time management <input type="checkbox"/>	the students collect data through: a- Screenshot <input type="checkbox"/> b- Recording the teacher's voice <input type="checkbox"/> c- Attending online sessions (teams/zoom) <input type="checkbox"/> d- Face book groups <input type="checkbox"/>	
	During the process of teaching student are about to : a-summarize <input type="checkbox"/> b-taking notes <input type="checkbox"/> c-diagrams <input type="checkbox"/> d-only listening <input type="checkbox"/>		
	teachers provide students with oral assignments to evaluate their oral proficiency <input type="checkbox"/>	Comment:	

SUMMARY

The current work highlights the potential of incorporating authentic materials into the EFL classroom. This research work focuses more on whether EFL teachers use authentic materials in EFL classrooms and if they hold positive attitudes toward the implementation of these materials. Also, this study constraints on how these authentic materials contribute to the enhancement of students' oral proficiency during the oral sessions .As a result of this research problem ,we realized that a substantial input of authentic materials customized to the learners' levels and interests had increased their sensitivity to professionalism in their speaking and listening skills. Moreover, if this authentic material is appropriately selected and efficiently implemented will inevitably strengthen and improve the oral proficiency of the students.

Résumé

Le travail actuel met en évidence le potentiel d'incorporation de matériaux authentiques dans la salle de classe EFL. Ce travail de recherche se concentre davantage sur la question de savoir si les enseignants EFL utilisent des matériaux authentiques dans les salles de classe EFL et s'ils ont des attitudes positives envers la mise en œuvre de ces matériaux. En outre, cette étude limite la manière dont ces documents authentiques contribuent à l'amélioration des compétences orales des étudiants lors des sessions orales. À la suite de ce problème de recherche, nous avons réalisé qu'un apport substantiel de matériel authentique adapté aux niveaux et aux intérêts des apprenants avait accru leur sensibilité au professionnalisme dans leur compétence d'expression orale et d'écoute. De plus, si ce matériel authentique est correctement sélectionné et mis en œuvre efficacement, cela renforcera et améliorera inévitablement la compétence orale des étudiants.

الملخص

يسلط العمل الحالي الضوء على إمكانية دمج مواد أصلية في فصل اللغة الإنجليزية كلغة أجنبية إذ يركز هذا العمل البحثي على حول ما إذا كان مدرسو اللغة الإنجليزية يستخدمون مواد أصلية في فصول تعليم اللغة الإنجليزية كلغة أجنبية وأيضا إذا كانت لديهم مواقف إيجابية تجاه تنفيذ هذه المواد. علاوة على ذلك ، تحد هذه الدراسة من كيفية مساهمة هذه المستندات الأصلية في تحسين المهارات الشفوية للطلاب أثناء الجلسات الشفوية. كنتيجة لمشكلة البحث هذه، أدركنا أن الإمداد الكبير من المواد الأصلية المناسبة لمستويات المتعلمين واهتماماتهم قد زاد في مهارات التحدث و أيضا قد قربهم خطوة للاحتراف الحقيقي، إذا تم اختيار لمواد الأصلية وتنفيذها بشكل صحيح، فأن هذا سيعزز ويحسن الكفاءة الشفوية للطلاب.