Teachers’ Attitudes towards Authentic and Non-Authentic Materials in Speaking Classrooms:

Case of first year EFL Teachers at the University of Tlemcen

Dissertation submitted to the Department of English as a partial fulfilment of the requirements for the Master’s Degree in Language Studies.

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Dedications

I dedicate this work.

To the memory of my father

To my family and friends for being

helpful and supportive

AMINA
Acknowledgments

The first and the foremost thanks to Allah who gave me the strength to conduct this research study.

I would like to extend my deep gratefulness to my supervisor Prof. Amine BELMEKI for his support and insightful comments.

I acknowledge my co-supervisor Dr. Abdelkader BENSAFA for his guidance, continued encouragement and helpful suggestions.

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Abstract

The notion of authenticity in language teaching is widely supported among experts within the field of language pedagogy. Yet, some scholars still advocated for the use of non-authentic materials in EFL classes. The purpose of this research work was to elicit teachers’ attitudes towards authentic and non-authentic materials in EFL speaking classrooms at Tlemcen University. A case study was conducted, using two research instruments: classroom observation and a questionnaire for Oral Expression teachers. The obtained data were carefully analyzed qualitatively and quantitatively. The findings showed that EFL teachers hold a positive attitude towards authentic materials, since they agree on their effectiveness in their classes, in contrast they believe that non-authentic materials are designed to teach language structures. The results also revealed that the integration of authentic materials in oral expression module has a positive impact on improving EFL students’ speaking proficiency.
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List of Acronyms

- **BBC**: British Broadcasting Corporation
- **CNN**: Cable News Network
- **CLT**: Communicative Language Teaching
- **EFL**: English as Foreign Language
- **ELT**: English Language Teaching
- **ESL**: English as a Second Language
- **OE**: Oral Expression
- **TV**: Television
GENERAL INTRODUCTION
General Introduction

Over the past few decades, English has become the global language within the worldwide changes caused by the globalization process. Therefore, it has a major importance in all aspects of life; mainly education. Consequently, learners of English as foreign language or second language are always attempting to develop their communicative skills, in particular speaking which is a pivotal component of foreign language teaching and learning, since it enclose more chances for future jobs, advanced education and travel opportunities. By means of speaking ones can share feelings, attitudes, and thoughts. Several language methods and techniques have been introduced to enhance the quality of education to accomplish better achievements.

In order to facilitate the process of language acquisition, EFL teachers use non-authentic materials for non-native students however, recent researches demonstrate that authentic materials provide more exposure to real language, since EFL learners do not have sufficient access to natural English in their daily lives. Additionally, it is argued that the integration of authentic materials develops learners’ skills in general, and speaking proficiency in particular. Yet, it is noticed that EFL students show unwillingness to use the target language in the classroom, which may be due to the lack of the exposure to the foreign language.

The main objective of the current research work is to investigate teachers’ attitudes towards authentic and non-authentic materials, and to which extent these materials help instructors to develop learners’ speaking ability in EFL classes. Therefore, the research questions were formulated:

1. Do teachers make use of authentic or non-authentic materials in promoting speaking skills?
2. What do teachers use to obtain authentic and non-authentic materials?

3. How do teachers choose authentic and non-authentic materials?

In order to answer the questions listed before, three hypotheses were suggested as follow:

1. Teacher may use authentic materials to show students how various structures are used in real life.
2. Movies, songs, TV programs, cartoons, menus, books, videos, and CD Roms seems to be common sources to get materials.
3. Teachers may take into account students need, interest, cultural background, and ability when selecting materials.

To investigate the subject matter, a case study method will be used dealing with first year EFL students at Tlemcen University. Hence, quantitative and qualitative data will be collected through different research instruments namely: classroom observation and a questionnaire for oral expression teachers.

The actual extended essay consist of three chapters, the first one represent the historical background; it shed light on the notion of authenticity, then the use of authentic and non-authentic materials, as well as their advantages and disadvantages. It also demonstrates the importance of both listening and speaking skills in EFL classrooms, and how they can be developed. Finally, it denotes the main sources for obtaining teaching materials and how they can be selected appropriately.

The second chapter describes in details the methodology used in this study; through illustrating the research design including the sample population, the research instruments, as well as the data analysis procedures.
Then the third chapter is devoted to analyse and interpret the results for the sake of confirming or invalidate the suggested hypothesis. At the end it highlights some suggestions and recommendations that may improve learners speaking proficiency in EFL classes.
CHAPTER ONE
Chapter One: Literature Review

Authentic and Non-authentic Materials

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1.1. Introduction

The entire chapter provides a theoretical background for introducing the notion of authenticity, and the use of authentic and non-authentic materials in EFL classes. It highlights their advantages and disadvantages, as well as their selection. Moreover, it deals with both speaking and listening skills and their importance in the foreign language teaching process.

1.2. The Speaking Skill

One of the simple definitions of language is that it is a tool of communication. One uses to express ideas, and vis-à-vis, know the others ideas. Consequently, the speaking skill, among all the other skills, is really important and prior in the foreign language classrooms.

The act of making vocal sounds to express one's thoughts and feelings in spoken language is one of the definitions of the speaking skill, that gives the ability to communicate effectively in a way to convey one's messages in a thoughtful and convincing way, to ensure that the message will not be misunderstood by the listeners, as put by Chaney (1998, p.13): “the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts.”

1.2.1. The Importance of the Speaking Skill

Speaking is a productive skill which is crucial in the second language learning process. Speaking is connected to the other skills and the development of that skill is the development of the others skills. It plays a significant role in enhancing one's ability of conveying information in a better way, and encouraging him to communicate with others.

Recently, teachers have already started to identify the benefits of authentic materials, and the options they provide comparing with non-
authentic materials. Nunan (1999) asserted that “in the teaching-learning process, teachers and learners use the Non-authentic materials to facilitate the learning of language, including cassettes, video, CD ROM, textbook, etc”. Therefore, The authentic texts are to give learners access to real language used in real world context, changes in simplified materials do not help in language acquisition. Moreover, learners will develop an artificial production of the language if the authentic input is not present in the learning process. The use of Authentic and Non-Authentic materials is still a moot point and a debatable subject.

1.3. Development of the speaking skill

There is no doubt that having good English skill is a must for foreign language learners, particularly speaking since it is a basis for communication. Teachers assert that among all skills, speaking is the most difficult for EFL learners; due to the lack of the exposure to authentic English environment, and the lack of self-confidence as well. According to many teaching theories, speaking skill can be developed through providing a rich range of speaking activities that lessen learners’ anxiety and motivate them.

Teachers should not only develop pronunciation, grammar, and vocabulary, but also cultural and social norms. In other words, guiding learners to produce grammatically correct, logically connected sentences, which is appropriate for the target context? Communicative language teaching approaches (CLT) emphasize on the integration of authentic materials in the teaching process which is crucial for developing language skills, especially speaking, since it is a window on English language society. Instructors may use communicative activities such as role playing, discussion, problem solving, TV program, Internet movies, and songs.
1.4. The listening skill:

Listening is the ability to strictly receive and expound messages in the communication process. Active listening is a communication technique used in counselling, training, and conflict resolution. It requires that the listener fully concentrate, understand, respond and then remember what is being said. Listening is the key to all effective communication, mostly for foreign language learners, without it communication easily fails and eventually, the message is misunderstood and the sender may be frustrated and lost.

1.5. The importance of the listening skill

In the past few years, listening started receiving wide attention. Nowadays, teachers are more aware about developing learners’ listening skill. According to many scholars, listening is not only crucial for language learning, but also for learners’ activities which is carried out throughout their lives. Rost (1994, p.141), points out, “listening is vital in the language classroom because it provides input for the learner. Without understanding input at the right level, any learning simply cannot begin. Listening is thus fundamental to speaking”. Consequently, the listening skill influences other skills, which means that the more students are exposed to the target language, the more they are familiar with its patterns. Developing good listening skill allows learners to build strong relationship, as they understand and respond appropriately. Also, active listening enhances self-esteem and help learners decode others’ attitudes, facial expressions, and body language. Moreover, it lessens anxiety, since learners can understand colloquial vocabulary using visual and environmental clues. They acquire language as a tool for thinking collectively and alone which make them able to describe the world, and make sense of life's experiences.
1.6. Development of the listening skill

One of the most difficult parts about foreign language teaching is listening comprehension, that’s why improving listening skills is a top priority for language teachers. Learning language through technology has become a fact of life. Therefore, authentic listening materials should be used from the early stages of instruction to help learners cope with listening in real life. However, the materials chosen by the teachers should be relevant, stimulate student’s interest and motivate them to interact. As facilitators, teachers should focus on developing listening strategies, using both Top-down and Bottom-up strategies where learners employs their linguistic knowledge and prior knowledge. It is a bit challenging for teachers to find suitable authentic materials for low level learners, however making them feel competent and capable to handle such authentic listening situation, will help them to be good listener.

1.7. Authenticity

The notion of authenticity has been one of the most debatable aspects in the ground. According to Oxford dictionary, authenticity has to do with trueness, realness and genuineness. Authenticity has a long history in language learning; in fact it refers to the degree to which language teaching materials have the features of natural speech or writing. However, Widdowson (1990,p45) states that “The language presented to them may be a genuine record of native speaker behaviour, genuine, that is to say, as textual data, but to the extent that it does not engage native speaker response it cannot be realized as authentic discourse.” Thus made a distinction between “genuine” and “authentic”; he asserted that genuine is an example of native speaker language, whereas authentic is a native speaker response.
1.7.1 Types of Authenticity

According to Rost (2005) authenticity is one of the concepts that scholars talk about questionably. Therefore, Breen (1985) discriminated four types of authenticity, which have mutual relation and go hand in hand during any language course. First, he claimed that the authenticity of the text aims at improving learners’ authentic understanding through the authentic qualities of a given text. Authenticity of the learners where they provide correct interpretations of the meaning within the text like the native speakers do in the real world, since they discover the rules of communication related to the target language.

While authenticity of tasks denotes that the target tasks should involve the learners in an authentic communication, and authentic purposes for learning. Finally, the authenticity of the classroom which is the setting where the students share knowledge, the problems, as well as the achievements of language learning, and this is one of the most efficient methods and strategies to develop problems solving and critical thinking.

1.7.2. Authentic Materials

Widdowson (1990 p.67) notes that “It has traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays, there are recommendations that the language presented should be authentic.” Accordingly, the term Authentic Materials has been widely discussed, Wallace (1992. p.145) defines them as “…real life texts, not written for pedagogic purposes.” Thus, AMs are designed for native speakers and they are used in the class in their original form and design. Therefore, authentic materials provide genuine language which is typically used in the target community where the language is spoken, as stated by Morrow (1977. p.13) “An authentic text is a stretch of real language produced by a real speaker or writer for a real audience and
designed to convey a real message of some sort.”

1.8. Definition of Non-Authentic Materials:

Usually non-authentic materials have the characteristics of artificial language. It typically consists of the linguistic structures that aim at teaching learners about a particular feature of language. An example of a non-authentic text can be dictionaries, grammar books, workbooks, or photocopies etc. In other words, non-authentic materials are those that have been designed especially for language students, and for pedagogical purposes.

1.9. Advantages and disadvantages of authentic and non-authentic materials:

It is doubtless that English gained a large importance nowadays. In fact, the field of English language teaching (ELT) developed new methods which not only rose learning interest, but also gave sound knowledge in the subject. Thus English teachers have a plenty of choices in terms of choosing authentic materials; according to learner’s need and appropriateness i.e teachers should emphasises on student’s attention and prepare them for real life situations. Eventually, the friction of other culture is fitful. Consequently the use of authentic materials can handle different issues.

First, it helps develop learning styles and strategies including speaking, listening, and critical thinking. Moreover it’s makes the learning process more memorable and joyful for learners. Further, it’s easy to find, and contains unfamiliar language that learners can possibly cope with. Besides, it exposes learners to real language, and brings cultural information and awareness to the students’ attention. Furthermore, it encourages teachers to adopt creative teaching approach. Finally, authentic materials can decrease students’ degree of anxiety to face the new environment in the target language.
Yet, some experts believe that authentic materials are not adequate for all learners due to their complexity and unneeded vocabulary. Also information can quickly become out of date; this is mainly a problem for newspaper and news stories. In addition, it may be difficult to understand because of culture gap. Moreover, preparation of the tasks and activities is often demanding and time consuming for teachers to meet pedagogic purposes.

Unlike authentic materials, which always refer to real language use, non-authentic materials or simplified materials called sometimes, can be criticized from a number of perspectives. First, the emergence of authentic materials within the field of English foreign language (EFL), that gave a better understanding for the bilingual. Artificial materials are unnatural and lack of redundancy, cohesion and spontaneity. Generally, simplified texts neglect communicative aspects, while they pay much attention to grammar patterns and vocabulary that learners are expected to know. As a result, it is not appropriate for teaching foreign language.

However, it’s needed to point out that, non authentic materials are the best solution for teaching beginning and intermediate students languages features and structures as well. Thereby, it does not frustrate learners with its complexity and difficulty as authentic materials do. i.e. it is often short and clear which lead to a better comprehension for beginners.

1.10. The use of authentic materials

Though the implementation of authentic materials in foreign language teaching is strongly recommended, but inappropriate teaching materials may discourage, demotivate learners, and make their performance ineffective and weak in the target situation. Thus, teachers should take into consideration learners’ level and ability. According to Guariento and Morley (2001) , learners can deal with authentic materials at advanced and intermediate level.
In fact, learners at these level learners are familiar with a wide range of language structures and vocabulary. By contrast, other scholars have different standing point; where they claimed that authentic materials can be also used with lower level learners. However, they stressed that they must be used in same context which are designed for in genuine situations. Taylor (1994) says that “a text can only be truly authentic in the context for which it was originally written”

1.11. Sources of Authentic Materials

Technological advancement contributed to the growth of English language, thanks to its importance to both personal and professional level. The world of English teaching also witnessed radical changes, as Internet, email, and social networks facilitate caring and sharing information. As a result, English teachers can easily access to sources, media, techniques, methods, and gather data from anywhere at any time.

In fact, teaching English is not always an easy task. Educators have to involve learners in the learning process, and stimulate them for better outcomes. However, the exposure to English in classroom is not enough, so new methods have to be used.

The use of varied materials will help learners link their knowledge with the outside world. Actually, teachers may use newspapers and magazines articles, TV and radio broadcasts, movies, songs, and Internet, which is the most useful as other materials date quickly. However, materials should be classified. According to Gebhard (1996) authentic materials can be classified in four groups; authentic Listening/ viewing materials which includes TV commercials, quiz shows, cartoons, news clips, comedy shows, movies, radio ads, songs, and documentaries. Then, authentic visual materials which involve slides, photographs, paintings, children’s artwork, stick-figure
drawings, street signs, silhouettes, pictures from magazines, and postcard pictures. Also, authentic printed materials encompass newspaper articles, movie advertisements, sports reports, lyrics to songs, restaurant menus, street signs, tourist information brochures, university catalogues, telephone books, maps, TV guides, comic books, greeting cards, and bus schedules. Finally, realia (Real world objects) such as, wall clocks, Halloween masks, and dolls. (Realia are often used to illustrate points very visually or for role-play situations.). However, when teaching listening it is recommended to focus on listening materials such as interviews, meetings, daily conversations where the speech is spontaneous and natural.

1.12. Selection of authentic materials

All scholars acknowledge that the use of authentic materials is needful for English language teaching. However, an inappropriate use of authentic sources may result some drawbacks like demotivating students, increasing anxiety, and failing to achieve the task’s goals. Thus, a selection should be done. Berado (2006: 63) identifies some factors for well selecting materials to be used in the classroom. First, suitability of content which means that teachers should select those materials that are relevant and stimulate learners’ interest. Also, exploitability where teachers should set the purpose and the skills to be developed by exploiting the materials, thus improving student’s competence. Moreover, readability which means suitability of language in terms of structural and lexical difficulty and new vocabulary. Finally, presentation, materials should grab learners’ attentions, and represent the type of materials that the learners will encounter or use outside.

Culture fitness is another factor to be considered when selecting teaching materials. It is commonly known that language and culture are closely related, and the understanding of one influences the understanding of the other. Culture is the system of shared values, beliefs, behaviours, and the
way of life related to a particular group. In fact, it’s a set of symbols that may refer to something ambiguous or alien if they are not understood in their right cultural context. Thus, teachers should not consider culture teaching as a secondary goal. Obviously, instructors cannot do without authentic materials, as they mirror the target language and its cultural aspects regarding learners’ level, need, interest, age, and background.

1.13 Teachers’ attitudes toward authentic and non-authentic materials

In the past decades, communicative language teaching approaches were introduced to foreign language teaching and learning processes; to enhance learners’ communicative competence and intercultural background. Teachers believe that the use of authentic materials is essentials in teaching a foreign language, especially in speaking classroom; as it increases motivation, gives more clear understanding about the real-life, attitudes, and lifestyle of the target culture. i.e., it bridges the gap between the classroom and the outside world. Thence, it is not only improving the learner’s fluency, but also their confidence; as they become more knowledgeable. This is also asserted by Guariento and Morley (2001), who assure that using authentic materials promotes communicative movements to simulate real world in the classroom.

Many language teachers (Shrum and Glisan, 2000; Richards 2001; Kilickaya, 2004, etc.) advocate for the fundamental role of authenticity in language teaching. Teachers ratify the use of authentic materials aim at helping learners interact in different situations as a native speaker do. For instance, learners in an English environment encounter circumstances, in which different speaking skill is required. Generally speaking, teachers hold favourable attitudes towards the use of authentic materials in their classes though it needs extra preparation time.
1.14. Conclusion

This chapter covered the definition of the main concept related to the issue. In addition, it mentioned several scholars’ viewpoints, and tackled them from different perspectives. The chapter discussed the role of authentic materials in developing the speaking skill, and how teachers react toward using them in EFL classes. It also highlighted the main sources for both authentic and non-authentic materials, and how should be selected and used for better achievement.
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Chapter Two

Research Design and Procedures

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2.1. Introduction:

The present chapter outlines the overall methodological approach of the study. It describes the research design and methodological steps and procedures to carry out the study. It depicts, in details, the participants, data collection instruments, and methods of data analysis that were opted for the research.

2.2. The Research Design:

The main objective of the research design is to explain how research questions are answered (Kumar 2005). i.e.; it maintains that the adopted procedures are useful to get accurate results. Thus, designing research plan needs a careful selection of the appropriate research methodology that fits the research, and aim at combining relevance to its purpose (Seliger & Shohamy, 1989).

This research paper is a case study of first year EFL students at Tlemcen University. The reason behind choosing such research method is that; it permits the examination of the data within the context of its use. In this respect, Mitchell (1983, p.192) describes case study as “detailed examination of an event (or series of related events) which the analyst believes exhibits the operation of some identified general theoretical principles”. The case study is basically an in depth analysis of a particular situation. It seems to be appropriate to narrow down a very broad field of research into one easily researchable topic where the factors and relationships which affect the sitting and the behaviours of the participants can be directly observed. In the same vein Yin (1984, p.23) defines the case study research method “as an empirical inquiry that investigates a contemporary phenomenon within its real-life context; when the boundaries between phenomenon and context are not clearly evident; and in which multiple sources of evidence are used.” In other words, a case
study is a unique way of observing any natural phenomenon which exists in a set of data, where only a very small geographical area or number of subjects of interest is examined in detail. Stake also argues that a case study is not a particular methodological choice, but a choice of what is to be studied. The flexibility introduced in the case study is a valuable feature as elucidated by Becker (1970, p.76):

\[
\text{It prepares the investigator to deal with unexpected findings and, indeed requires him to reorient his study in the light of such development. It forces him to consider, however crudely, the multiple interrelations of the particular phenomena he observes. And it saves him from making assumptions that may turn out to be incorrect about matters that are relevant, though tangential, to his main concerns. This is because a case study will nearly always provide some facts to guide those assumptions, while studies with more limited data-gathering procedures are forced to assume what the observer making a case study can check on.}
\]

Thus, the case study is worthy as it simplifies the complexity and the ambiguity of such subject or phenomenon. Besides, it improves the investigators’ analytical thinking, communication and tolerance for different opinions on the same issue.

2.2.1. Types of case study:

In order to conduct a considerable research and achieve valid findings, researchers use different types of case study for the purpose of challenging, building upon a theory, or for explaining a given situation. In
fact, Yin (1984) lists three types of case study namely exploratory, descriptive, and explanatory case study. First, exploratory which is a descriptive case study aiming at defining the questions, and hypotheses of a given phenomenon i.e. determining the feasibility of a desired research. Generally, it focuses on “what” questions and its purpose is to give a clear proof that further investigation is necessary. Second, descriptive case study is designed to depict phenomena in real situation. It answers “what” question with a detailed analysis of the subject. Last, explanatory case study which exhibits data, explain the relationships, clarify how events are connected through analysing “how” or “why” questions.

It is worthy to mention that case studies in terms of number can be either multiple or single case study regarding to the field of research. According to Yin (2014) the multiple case study, known also as the collective case study, is used to deduce or grasp the similarities and the differences between the various cases (Baxter & Jack 2008). Multiple case studies analyse a phenomenon, a population or a general condition, eventually, provide a larger picture that clarify the complexity of the phenomena (Stake 2006). It allows the exploration of research questions and theoretical evolution (Eisenhardt & Greabner, 2007). While single case study, can be used to discuss old theoretical relationships through testing a specific theory, and investigating new ones. Single case studies can be divided into intrinsic and instrumental. The latter is used for selecting a set of subjects for the purpose of investing such behaviour or pattern, and allow the investigation of findings to a larger population. Whereas, intrinsic case studies investigate a given case for its own sake, without giving references to the notion of generalization, and eventually solve the problem.

Furthermore, in terms of units of analysis, the case study comprises two main types: holistic and embedded. The latter analyses a number of subunits, each of which is examined individually, hence the results
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gathered offer an overall picture of the phenomenon. The biggest challenge that researchers may encounter is to achieve a holistic perspective through the analysis of the target subunits, while holistic case study explores the case as one unit. It may give a general view of the case, but it can be surface which may impact the findings.

To conclude case study should be clear to fulfil its purpose as Bromley (1991) notes “it is a systematic inquiry into an event or a set of events which aims to describe and explain the phenomenon of interest”. Case study is the most useful means of investigation that permits the researchers to describe the features, context, and process of a given phenomenon. Therefore, the present study is a descriptive explanatory case study, its main interest is to explore teachers’ attitudes towards authentic and non-authentic materials in EFL speaking classrooms. Furthermore, various research instruments are used including a questionnaire for teachers and classroom observation for the purpose of collecting the data, and achieving detailed level of inquiry.

![Figure 1.1. Types of Case Study adapted from (Yin, 2009. p46)](image)

Figure 1.1. Types of Case Study adapted from (Yin, 2009. p46)
2.3. Data Collection:

Data collection is the process through which the researcher gathers the data needed to answer the problem. It is a significant aspect of any research study, as it collects and measures information from various sources. Moreover, it allows the researchers to explain complex situations, evaluates the outcomes, and solves the problem under the study. Accurate data collection is a necessity to guarantee the integrity of the research and the selection of data collection instruments. In the present research paper, the major concern of data gathering is to seek out, investigate, and understand teachers’ attitudes towards the use of authentic materials in speaking classes. Thus, two instruments were opted (questionnaire and classroom observation).

2.3.1. Teachers’ Profile:

The most difficult step in data collection is the appropriate selection of the sample. In fact, a sample is a subset of population selected for measurement, observation, or questioning, to come up with statistical data. In the same line of thought, Hartas (2010: 67) defines the sample population as follows: “A population is a group of individuals or organizations that share the same characteristic [...] what defines a population is not its size (it may be small or large) but the presence of a specific characteristic (sample)”. It is a research technique widely used to gather data about the population. This research work takes place at the University of Tlemcen, department of English with fifteen teachers of oral expression module, and that are chosen randomly, as well as a first year student class to be observed.

Twelve teachers were asked to answer the questionnaire, where the majority of them are PhD or Magister holders. Those teachers have varying teaching experiences, ranging from 3 to more than 20 years of EFL teaching, in general, and from 1 to 10 years of OE teaching experience.
Data collection instruments are tools used for the purpose of gathering the needed data. In other words, they are devices employed to collect information about the subject under investigation.

2.4.1. Questionnaire

Questionnaire is a widely used instrument as a source of obtaining data. Bulmer (2004, p.14) defines a questionnaire as:

*Any structured research instrument which is used to collect social research data in a face-to-face interview, self-completion survey, telephone interview or Web survey. It consists of a series of questions set out in a schedule, which may be on a form, on an interview schedule on paper, or on a Web page.*

In fact it is a set of questions designed to draw out information about the topic. Questionnaire can serve as a structured technique for collecting primary data which aiming at developing new theory. Generally, it comprises three types of question. First, open-ended (or unstructured) questions that offer a wide range of answers as it is not limited, and permit participants to give their own answers without influencing the outcomes. Moreover, close-ended known also as dichotomous or unstructured questions which are easy since they require a Yes or No answer, and tend to be easier when interpreting the results. Furthermore, multiple choice questions that present a set of options from which the participant select one or more answer.
Questionnaire is the most common tool for data gathering. Using questionnaire, however; is similar to other methods of data collection has its shares of advantages and drawbacks. Indeed, the first major advantage of using questionnaire is standardization. Besides, permitting the researcher to ask the same questions in the same order to all participants, it also makes comparison and tabulation effortless and simple. Moreover, it produces quantitative and reliable data, as it eliminates bias. Per contra, questionnaire does not give respondents free space to express their own view, beliefs, and attitudes while they may have relevant information for the research. Furthermore, questionnaires that comprise yes/no answers do not allow the participants to highlight or explain a particular point.

In reality, the flexibility and the easy use of questionnaire make it one of the most popular data collection instrument in any research study. Researchers can hand out the questionnaire to a large number of people, at the same time, it is less time consuming, offer fast data collection and cheap to classify results, as well as giving much more time for the participants to answer as the researcher is absent. By contrast, most respondents do not answer the anonymous questions seriously or they settle for giving superficial answers.

Additionally, anonymity of questionnaire allows respondents to feel free when answering controversial or sensitive topics. In one hand, the use of questionnaire does not allow the researcher to examine body language, facial expressions, and visual cues that may reflect the answer correctly. In the other hand, it may lead to misunderstanding or miscommunication since the participant may interpret the questions differently. Moreover, it is impossible for the former to ensure whether the respondent or someone answered the questionnaire. Besides, collection accurate data depends on designing well-structured questionnaire which needs to be planned and developed, since it translates the research objectives in specific questions.
One of the key elements of conducting good questionnaire is to make a pilot study. In this respect, Baker (1994, p.182-3) states that “A pilot study can also be pre-testing or “trying out” of a particular research instrument”. A pilot study is a strategy used to test the correctness of the data collection instrument through disseminating the questionnaire to a smaller sample to examine the appropriateness of the questions, highlighting areas confusion, and check if there is any kind of misunderstanding or ambiguity. All in all, the main aim of pilot study is to determine the purpose of the issue of interest.

![Diagram of questionnaire design](image)

Figure 1.2. Questionnaire Design adapted from (BENSAFA, 2015. P.88)

2.4.2. Designs and Procedures

In this research paper a questionnaire was administered to twelve teachers, its main interest is to seek out teachers’ attitudes towards teaching oral expression using authentic and non-authentic materials. In fact, the questionnaire is divided into three rubrics; the first section endeavour to get general information about the teachers such as their diploma, teaching experience, and specialism. The second rubric contains five questions aiming at determining teachers’ oral expression experience, evaluation of their students, material design, and use of authentic, non-authentic, or simplified materials, while , in the third rubric five other questions are
included to interpret teachers’ opinions, and whether AMs and non-authentic materials are appreciate in oral expression classes.

2.4.3. Classroom Observation:

The other instrument which was used in this research is classroom observation. As a matter of fact, it is one of the methods which is used to have a clear idea about any concrete situation. This tool allows the ease collection of realistic yet reliable data, as well as the measurement of classroom behaviours as Mason (1996,p60) points “Observations are methods of gathering data which involve the researcher immersing himself or herself in research setting, and systematically observing dimensions of that setting, interaction, relationship, action ,events, and so on with it”. Hence classroom observation enables the investigator to describe a particular situation through interpreting the behaviours and attitudes into a written form text.

In fact, it distinguishes two main types namely participant and non-participant observation. In one hand, participant observation involves the researcher in the situation through the participation in a number of activities, in other words, the researcher become a part of the sample. Thus s/he can easily realize a better understanding of certain attitude or behaviour. This research tool is beneficial for exploring various disciplines and/or explaining cultural situations. On the other hand, non-participant observation is carried out without the participation of the researcher, who can rather observe from distance. The major advantage of non-participant observation is reducing the level of interaction with the participant; i.e, it prevents the former from infecting the behaviour observed. In addition, it is the appropriate option when the sample members refuse to cooperate with the researcher if s/he participates in the experiment.
Classroom observation is a mainstay in research work, since it is a quantitative tool that measure data and give a description of instructional practices, as Good(1988:337) asserts: “one role of observational research is to describe what take place in classroom in order to delineate the complex practical issue that confront practitioners”. Therefore, the main objective of the current observation is to determine to which extent authentic and non-authentic materials can assist teachers to improve speaking skills in oral expression.

2.5. Data Analysis

The process of data analysis is done once the needed data are collected. It is usually it is realized through evaluating data using analytical and logical techniques to describe, illustrate, examine the data provided, and eventually drawn conclusions of the research. In the current study, both quantitative and qualitative research dimensions are used for the purpose of analysing the research findings accurately.

2.5.1. Quantitative Analysis:

Quantitative analysis is a systematic approach that focuses on the quantification of data, using techniques by which researchers convert data to numerical forms, and subject them to statistical analyses. Thus, it permits the generalization of results from a sample to an entire population of interest. Quantitative data help answer the research questions through examining, and interpreting patterns and themes in textual data. Moreover, it allows broader study to take place, involving a great number of subjects, as well as comparing results with the prior predictions and previous research. It can be gathered via various sources including questionnaires, interviews and observations... etc. to explain the phenomenon under investigation.
Chapter Two
Research Design and Procedures

2.5.2 Qualitative Analysis:

Unlike quantitative data, qualitative data are the range of processes and procedures whereby the researchers record the respondents’ feelings, attitudes, and behaviours in greater depth. In fact, qualitative analysis can be gathered in a variety of ways using surveys, interviews, focus groups, observation, discourse analysis etc. In this respect Cohen et al (2005, p 461) assert that: “Qualitative data analysis involves organizing, accounting for and explaining the data; in short, making sense of data in terms of the participants’ definitions of the situation, noting patterns, themes, categories and regularities”.

The main purpose of this process is the reconstruction or collections of data in accurate and comprehensible way, where the outcomes are acquired from this process are of an explanatory nature as claimed by Byram (2002). A major drawback of qualitative data analysis is that because it typically involves examination of data extracted from small, non-random samples, findings stemming from any qualitative analysis usually are not be generalized beyond the local research participants.

In this research both qualitative and quantitative approaches are opted for. Qualitative research is concerned with complete and detailed descriptions of events, whereas quantitative research creates statistical models to explain events. Consequently, the application of mixed methods provides a depth understanding of the phenomenon. In the same vein Hamzaoui (2006, p130) notes that: “Using more than one type of analysis is believed to provide more reliable research findings since the latter are not compressed into a single dimension of measurement”. Through the combination of both quantitative and qualitative methods, the researcher overcome the weaknesses inherent when using only one approach, as well as permitting triangulation, i.e., the use of different means methods, data sources, and techniques to examine the same problem.
2.6. Conclusion

All in all, this chapter sheds light on the research methodology that has been dealt with, as it provides an overview of the research design, and the instruments used in the research, and also the main objectives behind each procedure. Besides, it explains how the sample was selected. Thus, the next chapter will be devoted to analyse the collected data.
CHAPTER THREE
Chapter Three

Data Analysis and Interpretation

3.1. Introduction........................................................................................................34

3.2. Data Analysis.....................................................................................................34

  3.2.1. Analysis of the Students’ Questionnaire..............................................34

  3.2.2. Analysis of the Classroom Observation...............................................39

3.3. Discussion of the Main Results.................................................................46

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3.5. Conclusion.....................................................................................................51
3.1. Introduction:

After discussing the research methodology, and the research instruments (questionnaire and classroom observation) used in this study. The present chapter is devoted to answer the questions of the research through analysing and interpreting the main results, it also attempts to provide some suggestions and recommendations for both teachers and learners for better result in EFL classes.

3.2. Data Analysis:

Data analysis is the process by which the research evaluate data using analytical and logical techniques to examine the data provided. It also permits the research to come up with conclusions about the subject matter.

3.2.1 Analysis of Teachers Questionnaire:

The questionnaire was addressed to twelve OE teachers at Tlemcen University to investigate their attitudes towards authentic and non-authentic materials in EFL speaking classes, it also seeks the appropriate responses to answer the questions as well as to prove or invalidate the suggested hypotheses. Along these lines the result of each question has been dealt with separately in detailed way.

Rubric 1: Teacher’s Profile Diploma and, Qualification, and Teaching Experience Specialism.

All teachers included in this study have reasonable years of experience, which varies from four to more than twenty years. This implies that the respondents have different experience in doing so, thus they will have different viewpoints and perspectives towards the subject under study. In fact, the most of them are Doctorate holders with different specialities: sociolinguistics, TEFL, and Applied Linguistics.
Chapter Three  
Data Analysis and Interpretation

**table 3.1 Teachers’ Teaching Experience and Diploma**

<table>
<thead>
<tr>
<th>Teachers</th>
<th>Teaching experience</th>
<th>Diploma and Qualification</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>10</td>
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</tr>
<tr>
<td>2</td>
<td>12</td>
<td>PhD</td>
</tr>
<tr>
<td>3</td>
<td>7</td>
<td>PhD</td>
</tr>
<tr>
<td>4</td>
<td>+20</td>
<td>prof</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>PhD</td>
</tr>
<tr>
<td>6</td>
<td>10</td>
<td>PhD</td>
</tr>
<tr>
<td>7</td>
<td>8</td>
<td>PhD</td>
</tr>
<tr>
<td>8</td>
<td>11</td>
<td>PhD</td>
</tr>
<tr>
<td>9</td>
<td>18</td>
<td>PhD</td>
</tr>
<tr>
<td>10</td>
<td>10</td>
<td>PhD</td>
</tr>
<tr>
<td>11</td>
<td>7</td>
<td>PhD</td>
</tr>
<tr>
<td>12</td>
<td>4</td>
<td>Magister</td>
</tr>
</tbody>
</table>

All teachers included in this study have reasonable years of experience, which varies from four to more than twenty years. This implies that the respondents have different experience in doing so, thus they will have different viewpoints and perspectives towards the subject under study. In fact, the most of them are Doctorate holders with different specialities: sociolinguistics, TFL, and Applied Linguistics.

**Rubric 2: Teaching Oral Expression**

- **How long have you been teaching OE?**

In fact, all respondents have dealt with OE in a period which range from four to ten years. Therefore, this is positive in the sense that they will provide various standpoints about the topic.
Do you come across any difficulties when doing so?

![Figure 3.1. Teachers’ difficulties when teaching OE](Image)

As it is shown in the graph, 67% of teachers encounter difficulties when teaching OE, which were mainly the lack of equipment, heterogeneity of students, and lack of participation, whereas 33% claimed they did not come across any difficulty when lecturing.

How do you evaluate your student’s level in Oral Expression?

![Figure 3.2 Students’ Level in OE](Image)

This question asked the teacher to assess their learners’ level on OE. The majority of informants (58%) stated that their learners’ level is average,
42% claimed that student’s level is good, but no one said his/her students are weak or excellent.

❖ What sort of materials do you generally use in your class?

![Figure 3.3. The Materials Used in EFL Classrooms](image)

The figure above indicates that 75% of informants use different authentic materials, 8% assert that they utilize non-authentic materials, and the rest 17% use simplified materials.

❖ Can you give examples?

In the second part of the question teacher list various types of materials including, newspaper articles, worksheets, textbooks and instructional CD’s or DVD’S (non-authentic). Also, authentic and simplified materials such as: recording of native speakers, songs, videos, Menus Conversations, Web Pages, Blogs, TV, Logos, Tweets, and Facebook statuses.

❖ How do you design your EFL teaching materials?

Teachers agree that designing materials should take into consideration both learners’ need and level.
Rubric 3: Authentic Materials Vs. non-authentic materials and simplifies materials

❖ What are learners’ perception in regards to the use of AMs, non-authentic materials and simplified materials?

The majority of teachers believe that student in EFL speaking classes appreciate learning through AMs, while few of them noticed that learners find non-authentic better since authentic materials’ language seems to be more complex and difficult.

❖ What is your perception towards non-authentic materials?

As it is demonstrated above teachers’ % support the use of authentic materials in OE considering them the main tool to teach culture and elementary level as well, but % of them believe that non-authentic materials are more appropriate for improving learners skill.

❖ Do you think that authentic materials are adequate for all students?

![Figure 3.4 Appropriateness of AMs for all students](image)

As it is mentioned, (50%) of the instructors believe that authentic materials are only adequate for advanced level learners, the reason why they turn to use simplified materials. The others (50%) state that students should be exposed to all varieties of English, thus authentic materials are the appropriate choice.
❖ Do you find that non-authentic materials develop learners’ ability to speak the content?

![Figure 3.5. Development of Learners’ Speaking Ability through Non-authentic Materials](image)

Most of teachers (83%) approve that non-authentic materials cannot be used to develop learners speaking ability due to its artificial language, whilst the other (17%) emphasize that non-authentic materials are the best tool for beginners to improve their speaking proficiency.

❖ What kind of non-authentic materials help you in teaching speaking?

The informants (75%) advocated that non-authentic materials do not strengthen learners’ speaking ability since, they focus on the form rather the content. In contrast, the others (25%) use distinct materials such as: book, stories, dictation, grammar expression and, road talks.

3.2.2 Analysis of classroom observation:

As mentioned before, classroom observation has several sound educational purposes, at most it enables the researchers to observe real-life teaching situations, as well as providing feedback to ameliorate the teaching practices. The classroom observation form used in this research was adapted from Evaluating Teaching from Promotion and Tenure (1987). Because it is the most appropriate to the present study. In fact, it comprises
four rubrics (appendix 2); the initial one is content organization which focuses on how the course design is organized. The second one, interaction to demonstrate learners’ attitudes and students-teacher relationships. Then, verbal/non-verbal rubric which is concerned with the body language and the nature of the speech. Finally, material use rubric which observes the use of AMs and non-authentic materials.

The class has been observed four sessions, two lectures with the use of non-authentic materials whereas, the two others integrate AMs and, each one is of one hour and half. The target group contain forty two students who generally attend the oral expression module twice per a week. The data collected revealed the following:

➢ Using non-authentic materials:

### Table 3.2. Content Organisation

<table>
<thead>
<tr>
<th>Content Organisation</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson overview and purpose clearly stated</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Instructor related ideas to prior knowledge</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Definition were given to vocabulary</td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Concluded by summarizing main ideas</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

As it is demonstrated in the table, the teacher gave an overview and stated the purpose of the lesson, he also related ideas to prior knowledge, and clarified difficult vocabulary. But he is recommended to summarize the main ideas of the lecture.

The teacher met his students at time, and then he greeted them maintaining a friendly atmosphere of learning. The instructor succeeded in giving a brief general idea about the lecture, and stating the aim of the
lecture which was designed to teach common grammar mistakes that they should avoid when speaking. The teacher used the whiteboard to explain or clarify ambiguous expressions. However, the he didn’t manage the session time effectively so, he could not give a summary and prepare his students for the next lecture.

**Table 3.3 Interaction between the teacher and students**

<table>
<thead>
<tr>
<th>2. Interaction</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructor questions at different level</td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students asked questions</td>
<td>✓</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good rapport with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Students demonstrated interest in subject matter</td>
<td>✓</td>
<td></td>
<td></td>
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</tbody>
</table>

The teacher asked various questions, but the students did not show interest as they did not seek for clarification though the teacher-learners’ relationship is good as it was observed. The teacher asked clear questions while explaining, whereas the learners who were asked to answer had nothing to say, though the teacher continued to guide the learners to achieve better understanding through adding crucial ideas related to the topic, students seemed passive and they hesitate to participate or ask for clarification, since they do not follow up the course. All in all, the observation showed that the sessions was not motivating, students are not interested as they showed confusion and boredom, and have no desire to cooperate with the teacher.
Table 3.4 Verbal and Non-Verbal

<table>
<thead>
<tr>
<th>Verbal / Non-Verbal</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language was understandable</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Absence of verbalized pauses (er, ah, etc.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Eye contact with students</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Confident &amp; enthusiastic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

As the table demonstrates, the teacher spoke good English with a perfect British accent. He kept an eye contact with his learners, and his voice was clear and understandable.

Table 3.5 Material Use

<table>
<thead>
<tr>
<th>Material use: AMs/non-authentic materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chalkboard content clear &amp; well-organized</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Authentic materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
<tr>
<td>Non-authentic materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Suitability of materials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
</tr>
</tbody>
</table>

The teacher used only a grammar book, as well as the whiteboard to explain from time to time.

The teacher well organized the board different explanations to difficult concepts. In contrast, he did not succeed in choosing the
appropriate material to stimulate his students’ interest. Thus, he could not control the classroom and make the learning process enjoyable.

➢ Using Authentic Materials

**Table 3.6 Content Organisation**

<table>
<thead>
<tr>
<th>1. Content Organisation</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<tbody>
<tr>
<td>Lesson overview and purpose clearly stated</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td>ν</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As it is shown above, the teacher gave an overview and stated the purpose of the lesson, he failed to related ideas to prior knowledge, and clarified difficult vocabulary, and summarizes the main ideas of the lecture.

The teacher joined his class on time, and before starting, he presented an outline about the whole lecture. In fact, the sessions were addressed to enhance both learners listening and speaking skills, through using a recording song in the first lecture and a video in the second. The student worked in groups and they were ask to listen carefully, and figure out what it is about, and then provide comments.
Table 3.7 Interaction

<table>
<thead>
<tr>
<th>2. Interaction</th>
<th>1</th>
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<tr>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✔</td>
</tr>
</tbody>
</table>

The table show that, the teacher raised different questions. Learners seemed interested and provided feedback, also ask questions and, seek for clarification.

The instructor prepare his learners first, through listening many time for better understanding. The classroom atmosphere was more participative. During the whole lecture, the teacher appreciated, and kept encouraging his student through providing more clarification to enrich the discussion. Moreover, the students were interested to the topic, trying to answer difficult questions and interacted effectively with the teacher. They also grasped all the provided information, thanks to the clarification of unfamiliar words and expressions. At the end of the lesson, all students seemed that they enjoyed the lecture.
Chapter Three  Data Analysis and Interpretation

Table 3.8 Verbal / Non-Verbal

<table>
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<th>1</th>
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<tr>
<td>Confident &amp; enthusiastic</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>

The teacher master well the language, he used the humor appropriately, and have an eye contact with all students. Also, his body language showed that he is motivated and enthusiastic.

Table 3.9. Material Use

<table>
<thead>
<tr>
<th>Material use: AMs / non-authentic materials</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<td>Suitability of materials</td>
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</table>

The teacher used different authentic materials, with a well-organized explanation which facilitate the task for both teacher and learners.
2.3. Discussion of the main results:

As mentioned before, the present study worked on finding out EFL teachers’ attitudes, towards the use of authentic and non-authentic materials in speaking classes. Therefore, to answer the given questions, a questionnaire was addressed to a number of EFL instructors. Most of them were working on their doctoral programmes; others were already Doctorate holders at Tlemcen University. The questionnaire consisted three rubrics, the goals of which were to determine the appropriate solutions to the given subject matter. As stated above, instructors were given the opportunity to choose more than one answer of the given options.

According to the elicited results, the first rubric queries general questions about the teachers. The first question asks about the degree that those instructors hold; eight instructors say that they hold a Doctorate degree, and the four remaining are preparing their doctoral thesis. The second question enquires their teaching experience, which range from three to more than twenty years. Additionally, the third question tries to discover the different specialities of the informants which were sociolinguistics, TFL, and Applied Linguistics.

The second rubric comprises six questions; the first one attempts to find out how many years have those teachers been teaching the oral expression module. In fact, all respondents have dealt with OE in a period which range from four to ten years. Thus, they have enough experience in this area to be helpful for this research. The next question was addressed to discover the difficulties that the teachers encounter during their teaching experience. They assert that they face several challenges mainly; learners turn out to be overly dependent on the instructor. Many times, students will consequently seek the instructor for right answers as opposed to attempting themselves. Also, students are bored, inattentive, or unmotivated. In fact, it happens usually in EFL classes, student think that they have nothing to add or simply they know nothing about the target topic. Lack of participation is another challenge that the teacher encounter. Always there will be
dominant students in an EFL class, making it hard for shy students to express themselves freely.

Additionally, the large size of the class is another factor that influences the teaching-learning process, since the learners cannot grasp all the information presented, as well as the scarcity of the exposure to the target language. Then, the teachers answer the sixth question by claiming that over than (58%) of their students are average, and the other (42%) said that their learners’ level is good. Again, the informants were asked about the materials that they use in OE module. Using authentic materials is one of the backbones of motivating and stimulating both teachers and learners, for this reason (75%) of the informants use authentic materials, while (17%) advocated for the use of simplified materials arguing that the language of AMs is difficult for beginners, and the other (8%) use non-authentic materials since they believe that they are beneficial for teaching basic rules.

The teachers give various examples of materials such as: newspaper articles, worksheets, textbooks and instructional CD’s or DVD’S (non-authentic). Also, recording of native speakers, songs, videos, Menus Conversations Web Pages Blogs TV Logos Tweets, and Facebook statuses. The following question asks how teachers design their EFL teaching materials; it well knows that designing materials offers opportunities for teachers to explore and learn new information. In the context of training students for real life situation, material design not only exposes students to various patterns of language, but also helps teachers to develop their professional skills. All the teachers agree that the process of designing materials needs to consider a set of factors; as a first step the instructor should determine the objectives, and what learners will be able to do at the end of the lesson. Also, the characteristics of the group, including their race, cultural background, and age which help the teacher to select topics which are familiar with. Besides, using different learning styles and integration of technology.
Then, the third rubric discusses varied questions, starting by seeking out learners attitudes towards authentic, non-authentic, and simplified materials. The informants state that students enjoy learning via authentic materials, because they empower them with a communicative advantage, through contributing to a more relaxed learning environment. Hence, authentic materials promote their motivation level and enthusiasm thanks to the close relationship between classroom interpretation and real-life interpretation. In contrast, learners find that non-authentic materials are boring and irrelevant because, they not only focus on the form rather than the content but also they deny all aspect of culture.

Similarly in next question, the informants are against using non-authentic materials in speaking classes; they believe that the exposure to real language develop learners’ awareness to solve concrete situation, unlike non-authentic materials which lack naturalness, spontaneity and, the outside noise. After, the teachers were asked if AMs are adequate for all students. In fact, their answers were distinct; in one hand, half of them (50%) ensure that AMs are appropriate for all learners, because they offer genuine language data which is utilized by native speakers, thus it enhance their confidence and self-esteem. As a result, AMs lessen the degree of anxiety to face the new environment. In the other hand, the rest of informants (50%) note that AMs are not adequate for all students, because they are difficult for beginners since, the vocabulary may be too complex or simply not what the learners need.

The following question asks whether or not non-authentic materials develop learners’ speaking ability. According to the results, (83%) of teachers find that non-authentic materials are designed for non-native students, which can improve writing skills rather than speaking ability, as long as they focuses on grammar structures and rules. At the same time (17%) see that non-authentic materials are designed for pedagogic purposes, thus it should be used as a complementary tool to AMs for improving speaking skill. The last question ask teachers about the kind of
non-authentic materials that help in teaching speaking, few of them emphasize on the use of texts, grammar exercises, and short stories.

The results obtained from the classroom observation reveal that teachers’ attitudes towards the teaching materials vary from one session to another. In the first two sessions the teacher was not satisfied. Due to the teacher’s traditional method, students showed low level motivation towards the learning process. The learners were not interested and felt bored. Moreover, they were rarely interacting in the classroom either with the teacher or with each other, as well as their speaking skill which was poor and undesirable. While in the other session, the teacher showed enthusiasm as well as the learners that were highly motivated and show willingness to learn. Concerning teacher-students’ interaction was effective; each student wanted to express himself/ herself, and give his/her opinion about the discussed topic. Their speaking skill was good while they revealed their perspectives in comfortable and relaxed way. To conclude, the use of authentic materials contributed in facilitating the teaching-learning process throughout the smoothness and vividness of the presented data.

The main purpose of this research was to discover the teachers’ attitudes towards authentic and non-authentic materials in EFL speaking classroom. The obtained results from teachers’ questionnaire and classroom observation revealed that authentic materials are the adequate tool by which teachers improve their learners’ speaking skill. Consequently, the first hypothesis was confirmed.

With regard to the second hypothesis, teachers emphasized on the use of authentic materials, however using well designed non-authentic materials is a must to teach basics sometimes. Thus, they advocated for the use of internet, movies, TV programs, books… etc., since they are rich and help students to develop their skills, even when they are not in class as the class time is limited. As a consequence, the second hypothesis is confirmed. EFL teacher ratify that students must be exposed to different types of materials, not to dazzle or embarrass them, but instead to fit them
with a large range of information which they may cope with in the future. In addition, they assert that materials should not be selected randomly; therefore students’ need, interest, and level must be taken into consideration. Subsequently, based on these findings the third hypothesis is approved.

2.4. Suggestions and recommendations:

Communicative Language Teaching has been widely spread during the last decade. In fact, the main goal of this approach is to improve learners’ communicative competence. The CLT classes work on building up a student-centred environment rather than teacher-centred environment. As a result, the teacher role is shifted from class dominator to class supporter, where he is required to be flexible and more creative to meet his learners’ needs, interest, and cognitive style using different methods and techniques as follow:

➢ The teacher should determine rational purposes for each lesson that permit the progression of their learners in the classroom. Research find out that learners achieve good results when their teachers have high expectation for them.

➢ Creating a motivated classroom environment, and enhancing learners’ self-confidence, using various activities and group work with the aid of appropriate authentic materials to improve all student’s skills

➢ Give support to students when asking and answering questions, and encouraging them to make research about topics from their own choice, and then discuss them in class. Thus, the teacher can elicit the topics that stimulate his learners’ interest.

➢ The teacher should eschew intense competition among learners because; it may lead to anxiety which has negative outcomes such as academic failure.

➢ Teaching concrete situation can be a proof for student to show them that the language taught in the classroom is similar to what they will cope with in the future.
The good selection of materials is a key component of effective teaching-learning process. In this respect, “Give us tool and we will finish the job” (Wiston Churchill quoted in Hutchinson & Waters, 1987 p 157). Thus, authentic materials offer learners the opportunity to face the real world and interact with the real language.

Teachers should encourage learners to connect globally, and work on developing their culture (own culture and target culture) through using cross culture role play which improve their speaking skills.

Teachers should collaborate and help each other by sharing experiences, instructional resources, web sites, and materials. In contrast, learners must work hard for their personal development to be competent teachers in the future.

Learners should be eager to learn about all aspect of language.

Using the latest technologies to be aware of the target community in general and language change in particular.

Exposing themselves to real language, for instance BBC, CNN TV channel, You-Tube, TED … etc. That enables them to improve their reading, listening skills and ultimately permit them to produce good language.

Students should connect with native speakers to widen their scope of knowledge to be satisfied for their academic achievement.

2.5. Conclusion:

The third chapter of this extended essay was concerned with the analysis, as well as the interpretation of the data collected from the research instruments which were discussed before. According to the findings, it has been noticed that EFL teachers hold a positive attitude towards authentic materials, since they believe that they have a great impact in developing EFL learners’ speaking ability. At the end, the chapter shed light on some suggestions for both teachers and students.
General Conclusion

Today English becomes the international language of education and business, since it is regarded as the medium that’s links people with international communication channels. Consequently, the field of teaching English as a second or foreign language (ESL/EFL) also witnessed radical changes in terms of material use. As a matter of fact, teaching materials are a mainstay in most programs, as they define what should be learnt and practiced in the classroom environment.

The reason behind designing non-authentic materials was to develop EFL students’ language acquisition, however language teacher endeavour to select materials that really reflect the target language which the students will cope with in the future. Thus, scholars agree that authentic materials are the best to present genuine language which native speakers typically use. Authentic materials are the most useful tool that presents a variety of activities for learners practice and communication interaction. One must say, authentic materials are not only beneficial, but also recommended in EFL classes to stimulate personal motivation and provide the needed mental comfort and confidence to be truly competent in the target community.

For the sake of investigating this, a case study design, and a combination of both qualitative and quantitative approach for data gathering and analysis. Subsequently, a number of questions were raised as follow:

1. Do teacher make use of authentic or non-authentic materials while teaching speaking?
2. What do teachers use when selecting authentic and non-authentic materials?
3. How do teachers choose authentic and non-authentic materials?
After analysing and discussing the main results, the three hypotheses mentioned before were confirmed. The results revealed that authentic materials are regarded as the ideal tool by which EFL learners improve their speaking ability, since they guide them towards the language they need in their particular context. While non-authentic materials are used to develop basis in English. The results revealed that EFL teachers attempt to create an environment similar to outside world. For this reason they use various resources mainly internet, TV programs, books, videos, and recordings to obtain their teaching materials. The findings also demonstrate that EFL teachers never select materials (non-authentic/AMs) randomly, in fact they take into consideration learners’ need, interest, level, and culture background.

It is worthy to mention that this research work encountered many limitations, mainly lack of time which was the big constraint and the hard access to some documents. Also, the small size of the sample population. Thus, the same study can be conducted with a large population for more reliable data. The current study focused on teachers’ attitudes and beliefs towards AMs and non-authentic materials; however an investigation on learners’ perceptions should be done in the future.
BIBLIOGRAPHY
Bibliography:


International Journal of Social Science and Humanity, Vol.2, No.6, November 2012


APPENDICES
Appendix ‘A’

Teachers’ questionnaire

This questionnaire is a part of a Master study to identify the teachers’ attitudes towards authentic and non-authentic materials in speaking classroom. Teachers are highly appreciated to answer the following questions.

Rubric 1: Teachers’ profile

1. Diploma and qualification
2. Teaching experience
3. Specialism

Rubric 2: Teaching Oral Expression

1. How long have you been teaching OE?

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2. Do you come across any difficulties when doing so?

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3. How do you evaluate your students’ level in OE?

Weak □ Average □ Good □ Excellent □
4. What sort of materials do you generally use in your class?

[ ] Authentic Materials  [ ] Non-Authentic Materials  [ ] Simplified Materials

can you give examples?

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5. How do you design your EFL teaching materials?

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**Rubric 3: Authentic materials and non-authentic materials**

1. What are learners’ perceptions in regards to the use of AMs or non-authentic materials?

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2. What is your perception towards non-authentic materials?

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3. Do you think that authentic materials are adequate for all students?

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Appendix ‘A’

4. Do you find that authentic materials develop your students’ speaking ability?

5. What kind of non-authentic materials help you in teaching speaking?

6. If you have any comments you are welcome to add them
Classroom Observation

Rating scale = (1 = very poor, 2 = weak, 3 = average, 4 = good, 5 = excellent, NA = not applicable)

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<td>Students demonstrated interest in subject matter</td>
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### Appendix ‘B’

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