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***Evaluating the Use of the IELTS Test to Develop the
Speaking Skill in the Oral Production Module: Case of
Third Year Students at Tlemcen University***

*Dissertation submitted to the Department of English as a partial
fulfilment of the requirements for the degree of Master in Didactics
and Assessment in the English Language Education*

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Dedications

To my family

To my teachers

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Abstract:

The present research attempts to investigate the use of the IELTS test in the oral production module at the university of Tlemcen , department of English ,case of third year EFL students. This study seeks to investigate whether implementing the IELTS test speaking part in the oral production module helped or hindered students' communicative development. To tackle such issue, two research instruments were employed, first Students' questionnaire and teacher interview. The researcher has collected both qualitative and quantitative data that helped to answer the research questions and hypotheses. .The researcher has discovered that implementing the IELTS test indeed , improved the communicative aspect of the target language as there was a difference between tests results obtained from first time introducing the test and after sitting for it several times .on the other hand ,this authentic language test has special classroom settings that need to be available for the adaptation of such teaching to take place.

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List of Acronyms

EFL: English as Foreign Language.

IELTS: International English Language Test System.

ELL: English Language Learners.

TEFEL: Teaching English as Foreign Language.

TESOL: Teaching English to Speakers of Other Language.

GENERAL INTRODUCTION

Testing has always played a crucial role in the language teaching-learning process. For many years, it was regarded as a subject that was frequently administered at the end of a course, a term, or an academic year. Nowadays, testing has turned to the spotlight after the wide globalization of the English language, in the sense knowing the English language helps people to have a better chance in academic fields and business platform. A reason why many linguists have come to establish high stakes exams like the IELTS and the TOFEL IBT tests to gauge the capability of EFL students' progress in the target language .For many people knowing a language is to be able to use the communicative aspect of it i.e. ,mastering the speaking skills of it.

Several studies were conducted about implementing those international language tests on the EFL settings platform in order to improve the speaking skills.

In order to highlight the teachers and students' perceptions about adopting this international test in EFL classroom settings, two research questions have been formulated:

- 1- What are the difficulties encountered by EFL students once are engaged with authentic sample tests like the IELTS?
- 2- What is the efficiency behind adopting high standardized tests like the IELTS in developing students' communication in the target language?

The mentioned questions were answered by providing the following hypotheses:

- 1-EFL students indeed have difficulties when engaged with authentic materials like the IELTS due to the lack of English language exposure outside the classroom settings.

To answer these questions raised in this research, two chapters have been written. The first chapter revolves around the concepts and theoretical terms that supported the researcher investigation in the research.

The second chapter revolves around the methodological procedures that have been used in order to back up this study. Here, the investigator highlights the research design; the sample of population, the research instruments, and provided a detailed analysis of the teacher's interview and students' questionnaires. The researcher concluded this chapter via some suggestions of how this test assists EFL learners best in and outside the classroom settings.

CHAPTER ONE

CHAPTER ONE: Literature Review about the IELTS

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1.1 Introduction:

The core of this chapter circles around the theoretical underpinnings of the IELTS test impact on developing non-native speakers of English communicative skill. It starts with defining the IELTS from various perspectives by educationalists. Then, it reviews the different elements of the IELTS sections. Next, the chapter examines the effect of the IELTS on classroom settings and how it relates to the teaching/learning processes. Following this section, an analysis of students' motivation towards embracing this authentic material effectively in developing EFL learners speaking the target language in real-life situations. Finally, the chapter ends by providing the various areas of educational and social benefits if this high standardized test is properly implemented in classroom settings.

1.2 Definition of the IELTS TEST

The IELTS test, stands for “International Language Testing System”, has been under the investigation many educationalists and applied linguists. Thus, a lot of definitions were provided to explain the compositions of the test. Starting with the simplest definition of the IELTS provided by Oxford advanced learner's dictionary (2012:772) it is: “a test that measure a person's ability to speak and write English at the level that is necessary to go to university in the UK, Ireland, Australia, Canada, South Africa and New Zealand”. A more prominent and accurate definition of the IELTS was provided by McGraw-Hill (2017) as an international English test that is written on a paper and composed of four sections including reading , writing , listening and speaking including several types of questions which are: multiple choice ,sentence completion ,classification, matching, labeling, and diagram or chart interpretation. It is highly considerable to acknowledge that educationalist experts have provided two different types of the IELTS test formats. The first type is the “IELTS academic test” form which is provided for those people who are willing to study abroad, finish a degree, or for the sake of getting a diploma from an Anglo Saxon countries, this form attempts to assess students' four language skills of English which are reading ,writing ,listening and speaking . This test also comes in another form “labeled as IELTS general test” which is considered as an emigration requirement to English speaking countries.

1.3 The IELTS Speaking Section

Teachers constantly find themselves puzzled of how to teach a foreign to students who's English is not the native language. Therefore, teachers have to use strategies to enhance the clarity and reduce the complexity of the spoken form of the target language. The IELTS speaking section is designed mainly to assess the kind of academic foreign language that students' response both in and outside the classroom.

According to McGraw-Hill Education (2014) the speaking section of the IELTS is about reading hearing questions about items on general –interests topics in which students has to answer the questions within 20 minutes , these questions will be recorded using the microphone. McGraw further specified the special scoring guides called rubrics which he classified them into:

“Delivery: fluency and clarity, including pronunciation and intonation

Language use: appropriate and effective use of grammar and vocabulary

Topic development: the completeness and accuracy of your response, organization and flow of your ideas, and integration of information from readings and listening sections (on integrated items)”. McGraw (2014:363).

It is commonly known, that testing and teaching the language is a very complex task due to the integration of the four language skills of speaking, reading, writing and listening. The spoken languages of academic instructions are difficult for language learners mainly because the oral language is ephemeral in nature. Adding to that, language learners need more time to process the information, understand its meaning and be able to create an oral output, a reason why linguists established fixed items on which the spoken language will assessed and scored. Within the same line of thought McEwen (1995:45) summarizes this point by stating point by stating that “what is assessed becomes what is valued, which becomes what is taught”. Hence , it is very crucial to know the exact items to be tested , how it is going to be scored in order to design the matching orals tests that fulfill a successful communicative commence.

1.4 Description of the IELTS Test Scoring System

The globalization of English has led massive number of people willing to learn this language , thus scholars has established various types of high standardized test like the IELTS and the TOEFL IBT scoring scales to much the standards of what is called “knowing a foreign language” . To gauge students’ performance in listening, speaking, reading and writing ; this simplified model establish by McGraw- is the ideal way to sharpen skills and prepare for these high stakes English proficiency which is required for admission in universities or job application and so on . This research sheds light on developing the oral aspect of language, this why this speaking section from the test is provided as an example alongside with its scoring description.

The following table is provided to reflect a simplified description of the IELTS example and its scoring system:

2.1 Types of the IELTS Test Speaking Section:

Type 1	Type2	Type3
<p>Independent Speaking</p> <p>-item1: State an opinion about a general-interest topic.</p> <p>-item2: State a choice of two possible actions or opinions on a campus-related or general or general topic.</p>	<p>Integrated Reading, Listening , And Speaking</p> <p>-item3: read and listen to students talking about a short document on a campus-related topic. Respond to a question.</p> <p>Item4: Read a short passage and listen to part of a lecture on an academic topic Respond to a question.</p>	<p>Integrated Listening And Speaking :</p> <p>-item5: Listen to two people talk about a campus-related problem. Respond to a question.</p> <p>-item 6 : Listen to part of an academic lecture.</p>

(McGraw, 2014:72)

The following section aimed at reflecting the scoring system of The IELTS test speaking section:

Table 2.2: IELTS Simplified Independent Speaking Scoring Rubric according to (McGraw,2014:73)

score	General description	Delivery	Language use	Topic development
4	<p>The response:</p> <ul style="list-style-type: none"> - Answer the question. - is complete - is understandable - has few pauses, hesitations, or interruptions. 	<p>The speech:</p> <ul style="list-style-type: none"> - is well paced - is fluent - may include minor problem with pronunciation or intonation - is understandable overall. 	<p>The language:</p> <ul style="list-style-type: none"> - Shows effective use of correct grammar and vocabulary - shows good control of basic and advanced structures 	<p>The content:</p> <ul style="list-style-type: none"> - answer the question - stays on topic - has a main idea includes supporting details.
3	<p>The response:</p> <ul style="list-style-type: none"> - Answer the question, but is not complete. - includes two of the items listed in the columns to the right. 	<p>The speech:</p> <ul style="list-style-type: none"> - is generally clear. - may have minor pronunciation or intonation problems that require the listener to pay attention to understand. 	<p>The language:</p> <ul style="list-style-type: none"> - shows fairly effective use of correct grammar and vocabulary. 	<p>The content:</p> <ul style="list-style-type: none"> - Generally makes sense most of the time. - has limited development of ideas. - lacks detail.
2	<p>The response:</p> <ul style="list-style-type: none"> - Answers the question. - Has problems with delivery or completeness and meaning is unclear at time; but is understandable overall. 	<p>The speech:</p> <ul style="list-style-type: none"> - is basically understandable though listeners need to pay attention to understand. 	<p>The language:</p> <ul style="list-style-type: none"> - shows limited range and use of grammar and vocabulary that prevents full expression of ideas. - Uses simple sentence structures correctly. 	<p>The content:</p> <ul style="list-style-type: none"> - answers the question, but number of ideas or their development is limited. - Uses mostly basic ideas.

(McGraw-Hill, 2014:14)

From the table above one can conclude that as various approaches emerged to instruct a foreign language, many testing criteria has changed alongside with the emergence with

these approaches. A reason that urged scholars all over the world to standardize testing criteria and establishes these scales standards along with.

1.5 Standers of EFL Learning Process Related To the IELTS

One common thought about teaching a language, is meaningful instruction strategies of teaching the communicative aspect of the target language, since it is the core of any language is to be able to communicate thoughts freely without any Linguistic difficulties. Therefore, teachers have long felt torn between what should be taught to improve students' communication, and cover what is provided in the curriculum. The dilemma faced by teachers has been solved after establishing the organization labeled: Teachers of English to Speakers of Other Languages (TESOL) in 1997. This organization established five new standards of language learning standards which are listed are listened according TESOL origination as follow: "The first standards deal with learning English for social, intercultural, and instructional purposes within the school setting. Standards 2 through 5 involve communication information, ideas, and contents areas" (McGraw, hill: 2014, p31). These standards gave the opportunities for teachers to establish creative teaching strategies that increased students' motivation as well as assessment techniques.

1.6 Materials Implemented In EFL Teaching Classroom Settings

Nowadays, there is an increased spotlight on language assessments. School systems across the world are devoting resources to equip their classes with computers. The government has further established courses and modules to develop computers skills for both teachers and students who are expecting better results if this educational technology supports language learners needs. These educational technology tools such as: microphones, headsets, and computers were established for the sake of minimizing drills and creating exciting learning environments. It resulted certainly to more language output and natural communication settings, and further assisted teachers to gauge the background knowledge of students to inform them about their lacks, needs and progress. The most common speaking test forms are those teacher –made tests based on computers programming that serve as instructional tool to maximize learning and raise students' performance like the IELTS.

1.7 Conclusion

Throughout this chapter, IELTS has been displayed as a multidimensional test which is composed of several sections that impacts not only the classroom setting, but also the

political and societal systems. . The authoritative power of tests and its role in influencing the teaching/learning process have been greatly demonstrated in this present work. Implementing the IELTS test in an EFL settings interrelates with various facets; it impacts the teaching content, teaching methodology, teaching materials, teachers and learners' perceptions, policy-makers, parents, publishers and many other stakeholders in adopting this authentic test and adapting it according to learners need. Thus, literature must be further enriched and founded on sane and modern empirical findings. Hence the need to pursue this issue is encouraged and highly emphasized.

Chapter Two

CHAPTER TWO: RESEARCH INSTRUMENTS AND DATA ANALYSIS

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2.1 Introduction:

In a world of globalization English language is regarded the language of modernization ,of technology and science, hence many universities nowadays are requiring those high standardized tests such as the TOFEL and the IELTS tests as a requirement for a university entrance ,or a job certificate. For those internationals students whose major language is not English, like Algeria. Despite the fact English is considered as a foreign language in the country, students from all over the fields are growing a conscious awareness about the importance of the language in today's world business, scientifically researches and many other fields. Nowadays, there is a massive growth in the number of students learning English, labeled as English language learners by education officials. With the birth of English as a globalized language, many teachers found the puzzle of how to teach and test this language using authentic materials to portrait real life situation use.

2.2 Research Method:

This chapter discusses the methodological foundations of collecting, analyzing and interpreting data. This chapter, specifically, investigates about the efficiency of the IELTS test both speaking and listening sections in enhancing foreign language learners communicative competence at the level of university of TLEMCEN. For this sake, research methods, research instruments, as well as the sample of the study were carefully explained. The information provided by the selected samples were gathered via tables, graphs as well as pie charts for accurate informations.

2.3 Sample Population:

Third year EFL students at the department of TLEMCEN university were the sample chosen for this study because they were familiarized with communicating their thoughts in the classrooms using English , as well as they were exposed to several kinds of oral testing. A reason why this sample was more qualified to answer the questionnaires distributed to them. Thus, out of 440 EFL students 30 participants were choose randomly as a sample.

For teachers, however, one teacher was interviewed at English department of Tlemcen to reflect her teaching experiences when introducing IELTS test in her lectures to develop her students' communicative output in the target language.

2.4 Research Instruments:

The core of any scientific research, is about the phase of choosing the data collection instruments which is regarded as a very essential step in validating the results of any scientific research. In this case study, both students questionnaires and teachers interview were employed for accurate findings.

➤ **2.4.1 The Questionnaire Objectives:**

When it comes to collect qualitative and quantitative data, the questionnaire remains the best tool to collect data from a massive number of participants in a limited period of time. This questionnaire is composed from 14 questions divided into two main sections. The first section is composed of four questions varied from close –ended to multiple choice questions to reflect students’ attitudes and motivation towards the module of oral production, as well as the materials engaged in the lectures to develop their communicative competence. The second section is composed of 14 questions composed of a variety of close ended question to investigate the background knowledge about the module and its testing strategies. A multiple choice questions was also employed to diagnose the difficulties encountered by learners once engaged with the authentic high standardized tests such as the IELTS test. By the end, open-ended questions were employed to open doors for students suggestions about the best content of knowledge, assessments strategies that best assist then in enhancing their communicative language output and the linguistic skills.

***2.4.1.1 Analysis of Results:**

This section is concerned with the analysis of the data gathered from the students’ questionnaire.

• **Results Analysis Of The Students Questionnaire:**

Question1: Do you like the oral production module?

Table 2.1: Students’ Preferences Towards The Oral Production Module Distribution.

answer	frequency	percentage
yes	29	90%
no	01	10%
TOTAL	30	100%

The table above shows that 90% of the participants like the oral production module, while only one does not.

Question2: how do you consider your level in the speaking skill?

Table 2.2: students' level in the speaking skill.

Answer	frequency	Percentage
good	7	30%
Average	20	60%
weak	3	10%
total	30	100%

According to the results, a greater percentage of students admit they have an average level when it comes to speaking English as a foreign language (60%). While smallest percentage (30%) of students declares they have a good level of speaking the language skill. Around 3 students only (10%) associate their level in the speaking skill as weak.

Question 05: what are the activities based on authentic materials that your teacher uses to enhance your speaking skills?

Table2.3: content of the lectures in the oral production module.

Answer	Frequency	Percentage
Songs	0	0%
Languages games	0	0%
Classroom presentations	0	0%
IELTS test	30	100%
Total	30	100%

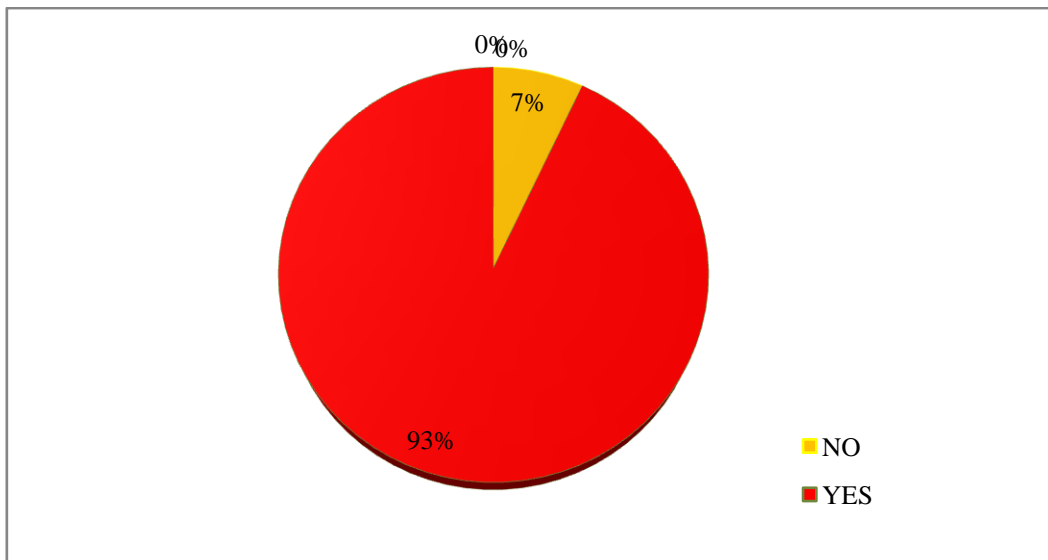
From the table above, once conclude that the instructional strategy adopted by the teacher in the oral production module in order to enhance communicative skills of students, was based on adapting the content of the IELTS test speaking sections and implementing them to 100% in the classrooms activities.

Question 06 : Have you already heard about the IELTS test ?

Question 07:Have you ever sat for the IELTS test?

Question 08:What was the skill you found in the test?

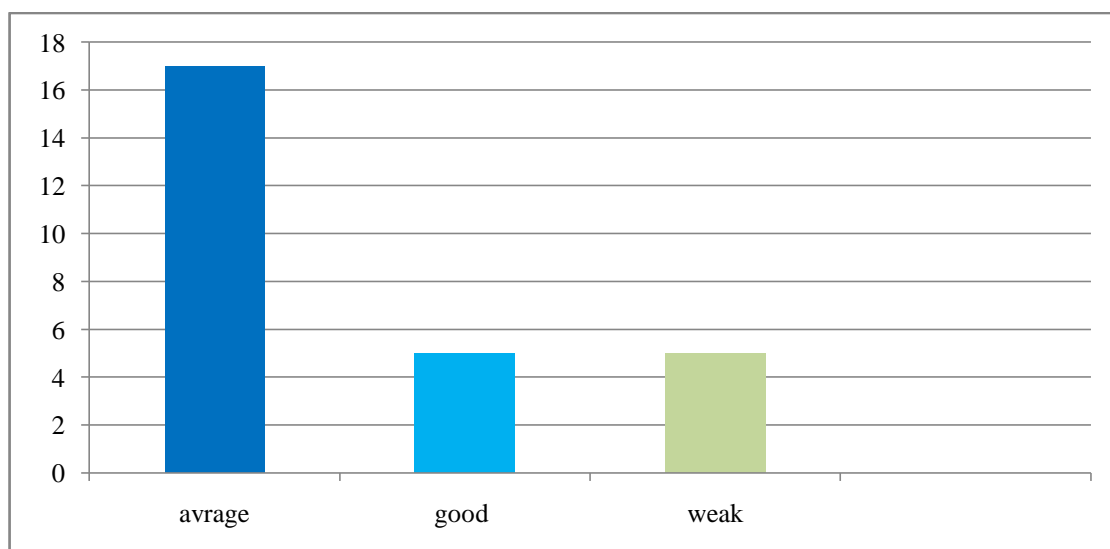
Pie Chart 2.1: Students Background knowledge about The IELTS Test.



While the minority number of students (7%) already knew about the IELTS test, larger mass of students (93%) had no foundational knowledge about the test. Thus, nobody has ever practiced it outside the classroom sessions or autonomously. Thus, to make a meaningful learning process, the teacher has to create a technique to combine what was missing and what is needed to improve the learners' knowledge in communicating the target language productively.

Question 09: how do you feel about your IELTS test speaking performance practiced in class?

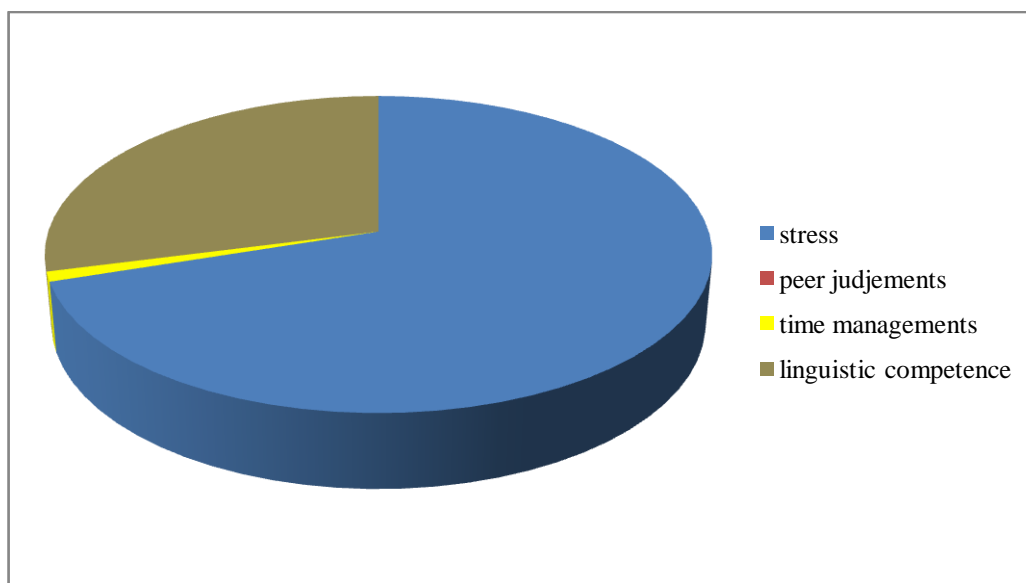
Bar Graph2.1: Students 'Performance In The Classroom Using The IELTS Test Speaking Section



The graphs shows the majority of students pointed out to their scores in the IELTS test speaking section as average (60%) some of them, however, have even underscore admitting that knowing the English language is knowing grammar , vocabulary , i.e. the linguistic knowledge of the language. Therefore, when it comes to speaking, learners can

communicate at a basic level, a reason why there is a decrease in percentage of learners performance while speaking English as a foreign language (30%). This leads us to conclude that once students are engaged with English speaking tests like the IELTS This helped the teacher to diagnose the weaknesses of his own students then help to create the instruments of teaching the speaking skill and provide activities ,materials ,visual aids based on authentic materials to balance the linguistic competence with the communicative one.

Question10: the difficult aspect about the IELTS speaking test



A surprising note indicate that the greater majority of students (20 of them fail the IELTS test speaking section due to stress they experience once are asked to communicate fully in the target language . some have explained the reasons which were most the lack of practicing the language outside the academic context and classrooms therefore once are engaged with authentic sections related to speaking ,5 of these EFL learners felt incompetent linguistically speaking, equally speaking 5 others blamed it on the lack of practice outside the classroom due to the fast exposure to other language in the society like Arabic and French.

Question12: is there any improvement between your first test performance and the second?

Question 13:Does the test help you to develop your communicative skill?

Table 2.4: Students' Performance In Practicing The Test Several Times.

Answer	Frequency	Percentage
yes	24	70.5%
no	6	29.5%
total	30	100%

This question attempts to expose the students' tests performance after practicing it several times. 24 students acknowledge their speaking skill improvement after practicing it several times, they started building the confidence to speak and communicate the language confidently. This led to increase their motivation toward learning the language.

Question14 : how can the IELTS speaking test sections benefit your personal and academic settings?

The aim of asking this open ended question was to reflects students opinion about implementing the IELTS test speaking section to teach the oral production module, there were almost all students found this test a meaning instructional tool that defined concrete goals for student achievement at the speaking level of language proficiency.

2.4.2 TEACHER Interview

2.4.2.1The Aim Of The Interview

The use of interview as a research instrument is extremely important to collect qualitative data as it is a flexible form than the questionnaire. At the most basic level, an interview is an oral conversation that will lead to data collection through the process of asking questions by the researcher and getting a response from the informants /the interviewees. The type of the interview employed in this study is the semi-structured interview as, the participant was interviewed separately and was audio-recorded for the easiness of data interpretation. The reason behind using the semi-structured interview is, as (fred l.perry,jr ,2005,p:..)Claims :”the semi-structured interview has a set of predetermined questions, but the interviewer is free to follow up a question with additional question” , in the same lone of thought, cohen and manion (1998) with nunan (1992) both argue that the semi –structured interview is perhaps the preferred choice for a researcher wishing to “interpret “responses from interviewee.

Question 1 and 2: Asked about the difficulties and weaknesses students encounter in the module from their own experiences of teaching.

Question 3: Aims at knowing the teaching techniques and activities used in the classrrom to improve the students ‘speaking skills.

Question 4: The clear soul of this question is to know whether or not teachers expose their students to authentic teaching and testing activities.

Question 5: Aim at knowing the attitudes of students towards interview.

Question6: Attempts at asking the benefits of the implementation of such tests in efl classes and how can this prepare students to become communicatively competent in the era of globalization.

Question7: Aims at gauging students marks and the skill improvements

2.4.2.2 Description of The Interview:

Question1: Teacher experience in teaching the oral production module

The teacher stated that she taught 8 years of oral production module.

Question2: Students level proficiency in the speaking skill.

Students' level proficiency, according to their teacher, is average. Most of the students struggle even with the basic knowledge of vocabulary, pronunciation and grammar. A minority of them hold an acceptable level in such skill.

Question 3: The activities used in enhancing the students communicative skill.

The teacher acknowledged that most of the activities are based on the internet, alongside with some books and previous tests exams.

Question 4 and 5: The use of the ielts test speaking section, and the students reaction towards it.

The teacher pointed out that the first reaction she got when exposing her students to this authentic language test to study abroad and get a diploma from an anglo-saxon country.

Most of them did not believe they need it in the module .

Question 6: The benefits of the ielts test in real life situations.

The teacher answered that the ielts test is indeed beneficial for both personal and academic life adding to that the global virtual classroom is the bonus for the department of english, non-native students of english are interacting with the native ones ,this is considered as a psychological motivation for them.

Question7: Improvements of tests cores after practicing the ielts test many times.

The teacher stated that most students, did not do well in the ielts training test , when students receive the feedback , they learn the tips a reason why the teacher observed the improvement as learners adapted themselves to communicate fully in the target language

they established their own techniques to practice the tests concepts ,this led to a dramatic difference between the first testing scores , the second and the third.

2.4.2.3 Analysis of The Results

According the results of the data collected in the above chapter; confirm the hypothesis raised the first chapter about the low tests scores obtained once EFL third year students are engaged within authentic testing materials like the IELTS. The teachers t of English language find themselves puzzled by some of their students lacks eventually the content that should be taught to fulfill their lacks .students themselves state the need to be exposed to more authentic language materials such as magazines , newspapers and so on . Accordingly, vocabulary , grammar, pronunciation will be defiantly learnt unconsciously as the ielts test is itself compose of three sections in which every section aims at improving one of the language skills. Here are the main findings:

_Students do not have the motivation to be exposed to the ielts test speaking sections.

_The ielts speaking section is regarded as unnecessary in the module since most students think it is only useful to study abroad.

_After being exposed to this high standardized test , students , gradually adopted the idea of it , and a certain motivation was being noticed.

_There was a remarkable improvement after implementing the ielts tests in the oral production module, students found their own tips to communicate their ideas and thoughts fully in the target language , there was even a drastic change in their tests scores between the first test taken and the last.

2.5 Recommendations And Suggestions :

Despite the implementation of the ielts test in the oral production module test has developed the target language speaking, students still felt that this classroom practice was of higher level at their grade.

In this sense, teachers can help students identifying their preferences in learning strategies via asking questions, discussions and suggestions. Based on their answers the lectures will be designed according to their interests. According to (leichardt, 1992) two major factors influences the teaching-learning process which are motivation and preexisting knowledge.

Nowadays, with the era of educational technology dragging students' interests toward a subject is not an easy task hence the following suggestions are provided by the researcher according to observations made in the research and are:

Encouraging students to create their own strategy of learning: students learn complex tasks using flash cards for collecting information. For example when the teacher display a listening task followed by a discussion , using flash cards help to learn large set of information , then you use them to check how much you really knew about the topic . Finally, it helps one student to compare how much he knowledge compare to the other.

Encouraging team work: grouping students into teams, increase a spontaneous language communication and output, this will further combine their cognitive and social learning strategies this will lead for successful academic conversations when they negotiate the meaning of both language and content.

Providing language games: there is nothing more interesting to learners then having “fun “while learning. Activities such as puzzles, pictures discussions ...increase learners' motivation towards at any age.

Using audio-visual aids: such as data show, computers, microphones will help language learners to learn and the teacher to instruct .

Adapting authentic materials accordingly with students' needs: using authentic materials such as the ielts test speaking section maybe regarded a difficult task in efl settings where students are not used to communicate with native speakers of english. Therefore, these kind of test need to be adjusted in accordance to an efl setting .

2.6 conclusion:

After analyzing the results obtained from the students and students' questionnaires and teachers interview at the university of Tlemcen, we conclude that the IELTS test is beneficial and present at this setting. The analysis has allowed us to recognize the extent of the effect of using the IELTS test speaking sections on the learners communicative and linguistic competence, as they mostly showed a change in the outcomes due to the impact of testing adopting this authentic material. Furthermore, students also were influenced by testing, and this was clearly seen in the decisions they made about their learning after sitting for a certain test, such as: engaging in paid-coaching classes, changing the learning style, devoting more time to test-preparation and past-papers solving, attempting to speak

English outside the classroom sessions, the use of different materials to ensure maximum learning, and so on.

GENERAL CONCLUSION

The present research study attempted at describing how the IELTS test has improved students communication in English. To account for this, two researches questioned were raised:

1-Why do EFL students have difficulties when engaged with authentic materials such as the IELTS?

2-How can the IELTS test improve students communication in the target language?

The researcher assumed the following hypothesis:

1-Students have difficulties in speaking English due to the lack of exposure to the target language as it is spoken by native speakers of English.

2-IELTS test speaking section developed students' communication in the target language as it spoken by native speakers?

The two research hypothesis were confirmed, despite there was some studies limitations in terms of questionnaire answers. Although all students submitted their questionnaires, half of the questions were not answered.

To conclude, the use of authentic materials in teaching the oral production module was beneficial in developing the speaking skill of students therefore the communicative aspect of the target language, yet the hours specified for this module was not enough according to students. It clear now that students motivation is present , and it the role of administration to add maybe some hours to this module that aims to teach EFL leaners how to communicate in English.

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Appendices

Appendix A **Teachers' Questionnaire**

Appendix B
Students' Questionnaire