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**The use of authentic materials as motivational
strategy to develop learners speaking
profeceincy**

Submitted By

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Dedication

I dedicate this work to my parents Ahmed and Halima

My grandmother Halima

To my sisters and brothers

To my classmates Nadia , kheira, Dania

To my friend Amine

To everyone who knows me

I dedicate this work.

Acknowledgements

This present dissertation could have never without to thank my god for helping me to do this research,

My thanks must first of all go to my supervisor, miss, bendoukha, for her help and encouragements

Wish to extend my thanks to all the participant of this study who have taken part in this study .and contribution

Has been great in the fulfillment of this study.

The members of the jury who accepted to read and evaluate my work

Last and not least, I would like to thank my friends, all my classmates for their help and all the people who help me in many ways.

Thank you

Abstract

In fact, teaching English as foreign language is something not easy, especially for non-native speakers .In the educational process there are two main dimensions to consider which are teaching is the important one, Teaching ,It is an interactive task between the teacher and the learners through communication, the current study aims at studying the use of authentic materials as motivational strategy to develop learners speaking proficiency in the third year LMD students of English at the department of English at Abdlhamid Iben badis university of Mostagenam .

. This research tackles the importance of using the authentic materials in English language teaching classroom, Its considers a frame work for exploring the use of authentic materials in practice and reflects on how can the use of these tools, be enhanced in an EFL context as it aims at presenting their on learners speaking proficiency. In this context, learners are supposed to have some chances to speak English more fluently and accurately. Accomplish this task,The academic research tools used within this study are interviews andquestionnaires as to get reliable results .The speaking proficiency should be enhanced through the use of authentic materials , mean while The findings of the research indicate employment of this type of students to be integrated meaningfully in the target language and develop self-confidence.so as to reach the fundamental goals of teaching ,learning English as Foreign language .

LIST OF ABBREVIATION

AM: authentic materials

EFL:English as foreign language

LMD: license ,master, doctorate

N:nember

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General introduction

The use of authentic materials in EFL classroom is what any teachers involved in foreign language for teaching, and they have been discussed in the recent years. We have heard persuasive voices insisting that the English presented in the classroom should be authentic produced for instructional purposes, This means materials. Are involved language naturally, Accruing as communication in native –speaker context of rather use, or those selected context where standard English is the norm: for example newspaper reports, real magazine articles, advertisements and cooking recipes. Most of the teachers throughout the world agree that authentic materials are beneficial to language learning process as well as, to develop speaking skill. In this study, we would speak about the use of authentic materials in English language classroom and its impact on speaking skill. We think that the use of authentic materials in EFL classroom is important because of its positive impact on learners speaking proficiency. The following research encourage its application in classroom courses, Moreover it aims to enhance the learners speaking skill in learning foreign language .to be more precise employment of authentic materials may make the learner closer on to study English as foreign language.

Significance of the study

The main goal of the present study is to describe the role of authentic materials in teaching foreign language and its impact on students speaking proficiency. This play a significant role on daily communication and educational process. further more to explore how often teachers also as part of the issue are expects to make a real change in their teaching strategies towards the use of authentic materials, rather than in assisting courses with the traditional method.

Aims of the study

This research is to investigate the effectiveness of authentic tools in teaching English at Abelhamid Ibn Badis University in order to explore their impacts on students speaking proficiency yet. Hedding light on authentic materials as one efficient communicative activity. We intend to analyze the use of authentic materials as a motivational strategy in EFL classroom that may enhance the students' motivation to speak English language fluently and correctly . Besides to draw a clear line on the role of making use of specific authentic materials as a motivational techniques, this work aims also at investigating primary students needs in terms of communicative abilities /competences, and how to be motivational .

Statement of the problems

According to EFL students experience it has been noticed that teaching English language without the use of authentic materials and does not attract and motivate students and does not help them to achieve better result. So, the role of motivation in foreign language learning is very important element and the way of teaching is considered in the heart of teaching learning process. Consequently learners are more encourage they become more able to communicate their information and learn from their mistakes ,language skills may be developed in using different manners .precisely ,speaking is considered the major skill to be developed .we have noticed that the common challenge which encounter the teacher is that they find it hard to get student to use English orally ,Never less getting them to speak is more difficult when it deals with in a foreign language .the problem that emerges within this research is the existing of relationship between the use of authentic materials as a motivational strategy and developing students' speaking proficiency: the question is: do our teachers use authentic materials as motivational strategy to enhance students speaking proficiency?

how do teachers be able to motivate English learners to use language fluently and coherently ?

Research question

Authentic materials in teaching foreign language of any type play a vital role in educational process ,This thesis relies on the following questions:

1-what strategy can the teachers use to motivate their students?

2- to what extent can the use of authentic materials improve students' proficiency by acting as a source of motivation in the classroom?

Hypotheses

1-If teachers use authentic materials this would it enhance the students speaking proficiency.

2- If teachers encounter and motivate students , they will express ideas and discuss their with each other in the classroom.

Research methodology

To get fruitful results, The Research tools for collecting data it questionnaire designed for third year students at abedlhamid ibn badis university of mostaganem department of English .the research make use of to most important tools of collecting data are interviews and questionnaires , The questionnaire designed for teacher of oral expressions also to know about views attitudes their challenges in teaching speaking skill.

Population and sampling

En order to investigate this issue, The research deal with a sample of(30)students chosen randomly from the students of the third year LMD as target students as a population .Moreover, another interview is concerned with teachers of oral expression at the same department .

The researcher has worked with (05) five teachers to concrete the result /finds of this investigation.

Methodology of research

This paper makes use of descriptive and interpretive method to fit the outlined objective and to reach the main objectives .

The organization of the research

This research is basically divided into three main chapters .The first part is devoted to the review of the literature composed of two parts. Part one clarifies a general overview about authentic materials n speaking English while part two describes what within foreign language the speaking skill. The second chapter overlaps the of field work .presenting and analyzing the result obtained from the questionnaire and observation , we have ended and close questionnaires ,so ,the first questions to know which materials are the teachers used in their classroom the second one to achieve the influence of authentic materials on speaking proficiency. then, the time that teachers used their materials in the classroom .next ,question bout which skills give more attention in the classroom ,and the other questions about authentic materials and its kind and from its experience which materials can be use in classroom to help their students .We make tables and chart to express more our finding the research .

However, the interviews contain many questions about the research by the third chapter contains, discussion, recommendations will be offered based on the findings.

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1.1 Introduction

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language have discussed in recent years. Teachers often use the authentic materials in beginning to give instruction and explore meaning of the world and explain ideas, so may be the role of teachers in developing students how he or she can understand the lesson and for many teachers may be good tool for understanding the foreign language in the educational process by using the authentic materials in the classroom. First, we are going to discuss, the meaning of authentic materials. Then, the influence of it on EFL learners using its in the educational process. Next, the use of authentic and some sources of using its and its types. So, it is a useful teaching method that students and teachers use it to facilitate their studies Also gives a general overview on speaking proficiency we highlight the importance of authentic materials in the speaking proficiency that students improve using them in the classroom and out side it, Authentic materials as a means for encouraging students to speak fluently and make positive interactions between learners in the classroom.

1.2 The concepts of authentic materials

The definitions of authentic materials are slightly different in literature written researchers of language .According to Harmer (1991) defines authentic materials as appropriate And quality in terms of goals, objectives, learners needs and interest and natural in terms of real Life and meaningful communication .Also Neman (1999) defines authentic materials as spoken or written language data that has been produced in the course of communication and not Specifically written for purposes of language teaching. In fact, in this teaching he encourages His students to bring into the classroom their own samples of authentic materials from real World context outside the classroom.

They practice listening and reading language draws many different sources including TV and radio broadcasts ,taped conversation ,meeting ,talks, and announcement .They also read magazine stories ,hotel brochures ,airports notice ,bank instruction, advertisements and a wide range of other written messages from the real world in situations as they occur Gerhard (1996) gives more examples of authentic materials English second language /English foreign language teachers have used .Some of this example, which may serve as source materials for lesson planning ,are show below :

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1-Authentic listening –viewing materials: TV commercials ,cartoons ,news clip, comedy shows ,movies ,professionally audio ,taped short stories and novels, radio ads ,songs ,documentaries and Sales pitches.

2-Authentic visual materials: photographs, painting, children’s artwork stick-figure drawing Pictures, from magazine, postcard pictures, wordless picture books.

3- Authentic printed materials: newspapers articles movie advertisements ,astrology columns sports reports restaurants menus ,street sings ,tourist information university catalogs telephone books, maps ,TV guides, greeting cards

4- Real world objects used in EFL classroom :coins and currency ,folder paper ,wall clocks, Phones ,are often used to illustrate points very visually or for role play situations, according to Hitler (2005,p.04) stats that “Authentic materials are any text written by native English speakers for native English speakers .We recognize that authentic materials a text which written or spoken for language teaching purposes. Another definition suggested by Sanderson (2009.P.75) “authentic materials are materials that we can use with students in the classroom and that have not been changed in any way for English Second language” means that authentic materials are materials that we can use it in the classroom and materials which can motivate students to master the foreign language.

1-3The influence of authentic materials on student’s communicative competence

Using authentic materials is a relatively easy and convenient way of improving not only The student, general the skills, but also their confidence in a real situation, so in teaching process There are three levels of learners that is beginner, intermediate, and advanced .learners of Elementary level have the lowest language competency among others .because of their limitation Such as lack of vocabulary, listening activity might be very difficult for them, they can do a very simple instruction of language competence (Guarantor and Morley, 2001: p, 348).

Regarding to the practice of teaching authentic materials researchers is still debating at which level of language learners that these kinds of materials can be applied. Some researches argue that some authentic materials may not be appropriate to apply to learners whose language. Since the late of 1980s,the inclusion of authentic materials has taken its firm class the effectiveness of authentic materials has been recognized and language teachers worldwide prefer to use them Rather than the traditional textbook materials ,so Harmer (1991) states that

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the use of authentic Materials would improve and develop the learners listening and reading skills in the target language , dispute the heavy use of textbook materials .

Also Bacon and Funnyman ,(1990) clarified that the Authentic materials would improve learners reading skills through presenting new vocabulary and Expression to language In addition many studies revealed that the four language skills are improved through using Authentic materials, Kilikhaya (2004) claims that using authentic materials increase develop Learners motivation because such materials offer students a feeling that student motivation Develop through using authentic materials and they feel they are learning the real language also Menial .(1994)argues that authentic materials grant learners such a sense. Thanjaro (2000) as well observed an improvement I learners, self satisfaction and motivation after using Authentic materials inside the classroom, using authentic materials develop and enhance not only the foreign language proficiency, but also non linguistic factors considered essential for successful language teaching .having discussed the significant authentic materials were should wonder obtained from where such materials are obtained

1-4 Sources of authentic materials in English foreign language

Such sources of materials can be motivated for the students if they are at the proper level for using Them ,teachers of foreign language can get many benefits through the use of different authentic Materials ,and they can be helpful for the teacher to present the lesson better .So the most commonly Resources used are newspaper ,TV, programs ,magazine ,the internet ,movies ,songs, comics,litature .,so we move in details to see some sources of authentic materials and their impacts on teaching Foreign language .

1-4-1Literature

Mishan (2005, p.98) argues that the concept of literature is “writing that are valued for their beauty of form, specially novels and poetry and plays etc” according to him teaching literature is share in increasing attitudes and approaches to the study of literature in the native speaker’s community, literature can be used with all students levels, to links literature and to enhance students knowledge of the foreign language and its culture so the focus is on teaching language not literature.

1-4-2The broad cast media

Using radios in doing lesson of oral expression are very interesting in explain the lesson So ,as Mishan (2005,P.137.138) claims that using radios is one of more easily

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accessible forms of authentic materials its used to make them familiar with foreign language culture also television is enriching students English vocabulary, lexical power and enhancing their speaking skill. In addition the broadcast media have more interest in acquiring foreign language, as they provided into outside the classroom.

1-4-1 Teaching Videos

According to Larimer and Schleicher (1999, p34.36)present an authentic video lesson plan her Is a summary of the recommended produced teacher finds the Seinfeld “kiss hello” and select 6 or 7 very short clips chewing greeting.

- Teacher prepares a worksheet with a vocabulary list and questions
- Discuss customs in greeting various countries
- Class brainstorms a list; teacher puts in on the board
- Teacher play video clips with sound off

This is intended to take one hour of class time and requires about one hour of preparation by the Teacher

Some benefits of using videos:

1. They allow teachers to use images as well as they can focus on non verbal language objects or focus on accent, pronunciation and register
2. At all levels we are looking for ways of maximizing comprehension we also have a logical Problems with features films
3. Teaching hours are short; they can do both wash video and take notes
- 4- We can say that using video motivating students to learn because they prefer to listen rather Than reading

1-4-4 Newspapers

Mishan (2005, p.154) argues that” newspapers in classroom can be happen surrounding target Language “it means that newspaper in the classroom can be a products of motivation when students encouraged acquiring foreign language, therefore newspaper is an authentic materials, it’s used closer with the language in context its provides them with strategies to dealing with difficult text, newspapers are very important as sources in teaching foreign language.

1-4-5 The use of Internet in EFL courses

premium (2009) states that “it’s a computer -based global system “world internet means that internet is combination of many tools of communication such as web sites as an authentic materials source is useful starting point in language learning when it offer cites that contain materials produced for native speaker like songs, poetry, newspaper, so the internet can enhancing s students with familiarity information taken about the native speakers culture where this cultural information taken from, so we can also conclude the E-mail as tool which used by students and teachers

In addition learners of foreign language by the aid of teacher can use internet, of course has to guide and provide them with a variety of materials that can be useful to them, teaching Foreign languages by using authentic materials enables teacher to create appropriate activities That meets the needs of their studies and motivates them for high access.

1-4-6 The computer software

As with all authentic materials computers can increase interaction and communication, Students of foreign language can be use other means of educational on computer not just the Internet but also C D –ROM which contains many of the programs have excellent visuals and Sounds which make the educational attractive and it’s include games that involved a great amount of receptive skills reading and listening, so many teachers find it very useful materials in teaching English as foreign language as well as improving speaking skill in particular.

With the development Of the World Wide Web; teaching English as foreign language requires learners. According to Oxford, advanced learners dictionary computer is “an electronic machine that can Store, organize and find information “it means that soft ware in general used to enable students to interact with personal computer as well as, with each other. In conclusion, authentic materials play a most importance in the learning foreign language Process as it is developing the learner skills specially the speaking skill. Moreover, their uses have many Purposes.

1-5 The purpose of using authentic materials

The use of authentic materials can benefits students is by helping them master the foreign Language, it is important to develop strategies for working out the meaning of the foreign language Classroom so, students need to be in a communication classroom .In general the purposes of using The authentic materials in the educational process, preparing students to

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perform high levels in Foreign language its used to provide speaking activities and solving problems, developing strategies to complete the tasks also facilitate interaction between students, allow learners to interact an Assist communication, Morley (2001.P.374) said that “one created to fulfill some social purpose In the Language community in which it was produced with the onset of communication movements a greater awareness of the of the need to develop students skill “means that the purpose of using the Authentic materials is to prepare students for their social lives, in other words, the authentic materials are used in order to close the language between classroom knowledge and real life.

Also the author Think that the role of the teacher is responsible to filter materials though selection of the learning Objectives so ,the purpose of teaching with using authentic materials it is important issue that can be enhanced the learners speaking proficiency ,liner (1999) thinks that authentic materials are used as teaching tools and they are very effective in classroom because authentic materials seem to be more complementary to the lesson content and more understood for students .

Authentic materials are mostly accepted as beneficial in language Teaching ,there are broad varieties of materials such as computer ,videos, the class activities and Materials need to be organized by the teacher according to the students needs and their culture variety Authentic materials that could be used in teaching foreign language classes are very where ;book,Newspaper ,their abundance is one of their attractive features .most of the materials that people seek for enlightenment are authentic ,people enjoy authentic materials and devote hours of their time to reading or viewing them.

1-6 The Definition of Speaking Proficiency

The word proficiency is defined widely by many researchers, the proficiency has been investigated and discussed for decades Lidos description (1961) was the earliest framework to identify the contrast of language ability in fact he viewed “language is a complex system of communication with various levels of complexity involved intricate diction and ordering of meaning, sounds, and longer units.”

That is to say , language consists of components called phonemes morphemes ,phrases clauses and sentences .language combines skills and components .Canal and swain (1980) argue that the concept of communicative competence as an essential element to language proficiency. In fact they focused on grammar and phonology, In addition Faraday 2005 viewed that the communicative competence is a large domain that even skilled and

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native speakers cannot achieve and claimed that language use at different conditions and contexts could display various standards of communicative competence .

Language proficiency is often referred to as ability to use language skills successfully and accurately and to master its arts and functions. It is described in terms of functions of language that are needed in a specific context Sterns 1983 defines proficiency as “the actual performance of given individual learners or groups of learners”. Moreover, he argues that language proficiency includes:

A-The intuitive mastery of language forms

B-The intuitive mastery of linguistic, cognitive affective and sociocultural meanings expressed by language forms.

So there are different interpretations of the nature of language proficiency, of how it develops and what it means to be proficient for example Chomsky’s (1957) views of language learning is cognitively ,means that language always change .

Cummins (1981) views language proficiency as the ability to use language for both academic purposes and basic communicative tasks so, He indicated that there is a strong relationship between language skills of listening; speaking reading and writing he has seen two major dimensions of language proficiency:

-Communicative language skills means that language proficiency can not meaningfully be broken down into a variety of several components

-Academic language skills.

Proficiency are based on the absolute criteria of the command of an educated native speaker of the language (wills 1975p.36)

However, the difficulties that learners face with oral expression courses improving students speaking proficiency.

1-7 Importance of Speaking Proficiency and Pronunciation

Richard 1986 claim that proficiency has interview tester training manual for English foreign language learners in the United States learning to perceive and facilitate language pronunciation. Language proficiency is the ability to speak fluently. Or performs in a language.

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the importance of proficiency the ability is to use language in real words situations in interaction and acceptable and appropriate to native speakers . The language proficiency demonstrate what a language user is able to regardless of where ,when or how the language was acquired .How the context may or may not be familiar, the evaluation of proficiency is not limited to the context of a particular curriculum that has been taught or learned.

- Has speaking proficiency equivalent to that of an educated native speakers
- Has complete fluency in the language, such that speech on all levels is fully accepted by educated native speakers
- Use of the language fluently and accurately on all levels can lead to understanding and participate on speaking situation .
- Conversation with a high degree of fluency makes only quite rare and minor errors in pronunciation and grammar.
- Speak language with sufficient speech structure levels, Accuracy in vocabulary to participate effectively in most conversation , Practical, social and professional topics have general vocabulary which are broad enough that speakers rarely have to search for a word; has good control of grammar and of other speech.

1-8 Improving students proficiency.

1-8-1 Students participation

It is a good sign for a successful speaking activity, since learners are involved in discussions and it should not be dominated by a minority of learners, Therefore, it is the role of the teacher to give the opportunity for all the students to talk,in order to minimize anxiety, and given help to motivate the students self confidence

Moreover it increases the involvement of students in English foreign language interactions

1-8-2 Students Motivation

Motivation is defined to achieve a goal, It is a key feature of success with the presence of involvement and how learners are eager to participate during the speaking activity and learning process in general.

1-8-3teacher explanations

Teachers need to convince learners to encourage them to speak fluently and develop their oral skill Successful activities should involve great amount of students quantitative and

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qualitative talk as much as possible in order to encourage their fluency and develop their capacity to express their ideas .

1-9 The Difficulties that Learners Face with Oral Expression Sessions

English foreign language students have many challenges in the classroom during the learning process. Among them so, The main difficulties while they are speaking the second language learning, and they are disturbed by the mis understanding of records, do not appeared dialogues or songs even if elements of stress and intonation are not rapid; Thoronbury (1999, p,92) students consume time in order to construct their carefully because speaking takes place in a real time and situation during speech the proficiency to use the items of the conversations coherently without hesitation is the challenge that most of students suffer from.

Hedge (2000, P, 54) claims that the term fluency is related to the production and it is reserved for speech .It is the ability to link units of speech together with facility and without strain or in appropriate slowness, and with hesitation. what one can say ,it is the ability to respond in a coherent way through linking words and phrases effectively .However ,many students face difficulties when speaking English foreign language in oral expression courses ,so teachers should focus on making students engage in the classroom activity by transforming from passive observed to active learners providing using materials at the start of every class gets everyone engaged, not just those who raise their hands students could also focus on students who are shy so that they can have a chance to speak.

1-10 Conclusions

In this chapter has been on identify authentic materials starting from concept its recourses, and its influence on EFL learners ,then moving to different purposes according to the learners and teachers speaking materials are likely regarded as one of the resources ,many researchers support the use of authentic materials within different views ,Authentic materials should be used in accordance with students. So authentic materials can be successfully to develop learners' level in English speaking skill

However, Speaking proficiency emphasized the importance of various activities, group work in classroom to enhance motivation, and self-confidence, this can be enhance student learning foreign language and facilitate learning and create motivation in the classroom environments, theorists set out different principles to be followed, and they emphasized the importance of using various activities in the classroom to enhance motivations.

Introduction

In this second part of research which is the practical part, we try to prove the significance and the role of authentic materials to enhance EFL learners speaking skill to achieve that, we have tried to investigate how do third year students at the mostaganem university perceive learning English through the integration of the authentic materials and how do they consider the effects of using them on achieving better results in their speaking skill, We have also investigate how teachers of oral expression module judge the use of authentic materials as means or tools to enhance their students speaking skill

In order to conduct our investigation answering the problems and confirming our hypothesis we have to deal with two data gathering tools the first one was the questionnaire addressed to the third year students at mostaganem university and teachers of oral expression module, questionnaire are divided into sections and those latter state nearly the same issues described in the theoretical part of our study, the result of the questionnaire serve to investigate the situations of both the learning teaching process, students and teachers views points are gathering with both learning and teaching the language skill, their attitudes towards oral expressions course as well as the new suggested subjects which is using authentic materials as a motivational strategy when having this course.

1-Method of the research

According to the nature of our problems, we have choice the method of our study. this work follows the descriptive method that is suited to determine the facts that about the actual situation the difficulties that student

In our research, we have deal with 30 students s encounter while speaking English language and to clarify that the using of authentic materials is the best and appropriate solution for promoting students speaking skill.

2-Sample of the study

From third year as a sample selected randomly from a population about many students, therefore third year students

Concerning teachers, we have deal with four teachers chosen randomly from the teachers of oral expression module.

3- Gathering data tools

The objectives of data gathering tools depends on the overall objective of our research .It aims first at seeking and discovering an understanding how the authentic materials are a motivational strategy in developing students speaking proficiency so ,we have two gathering tools ,questionnaire to obtained different students opinions ;teachers questionnaire to highlight their views about teaching with authentic materials

3-1 Surdents questionnaire

3-1-1 Aim of the questionnaire

We have designed a questionnaire for third year students to give an opportunity to express their attitudes learning with authentic materials and the difficulties they encounter in speaking English language and whether consider them as tool to develop learning speaking proficiency.

3-1-2 Description of the questionnaire

Students' questionnaire includes both closed - ended questions. Moreover, provides a free space for their personal suggestions .It is composed of two sections, each of them investigate but relevant issue .

consists of two questions aimed at gathering general information about the students, sex, age ,Also consist of questions, the whole section is about the authentic materials it seeks the students knowledge, attitudes and feeling towards learning by authentic materials and the difficulties they encounter while speaking English.

Analysis of the students' questionnaire

This questionnaire contains 30 Students twenty(20) are females and(10)are males at mostaganem university in the department of English their age between twenty one(21-25)twenty five

Part one: student profile

Graph 1: students Gender

| Gender | Number | Percentage |
|--------|--------|------------|
| male | 10 | 33% |
| female | 20 | 67% |

From the GRAPH above, about 31 participants (20) are female and (11) are males; this high number of females enrolled in the department of English at university of mostaganem proves that females have more tendencies towards English, so girls are except to be more serious as well as motivated in studying the foreign language.

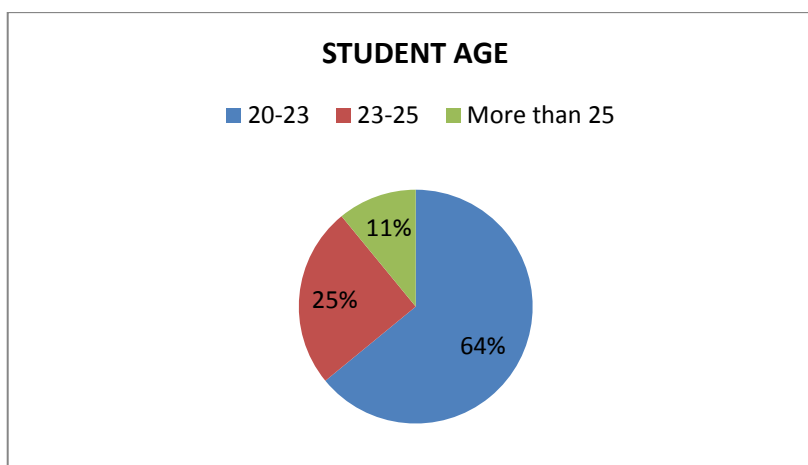


Table 02: student age

| Age | Number | Percentage |
|--------------|--------|------------|
| 20-23 | 3 | 8 |
| 23-25 | 25 | 74 |
| More than 25 | 3 | 8 |
| Total | 31 | 100 |

According to result shows in table 02 we notice that there is diversity in age the scope of third year students age range between 23-25(64%), then the second more than (25%); the last is between 20-23(23%) the highest one it could be due to the number of times they past

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Item 03: What kind of authentic materials do you teachers often use in classroom?

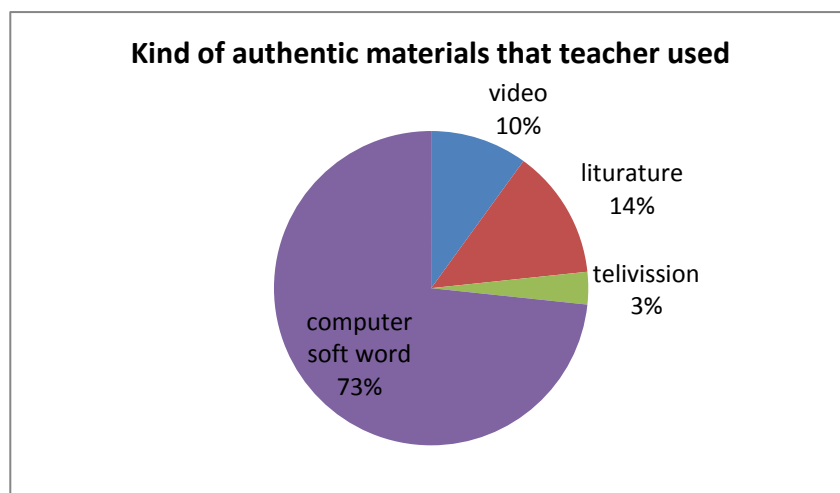
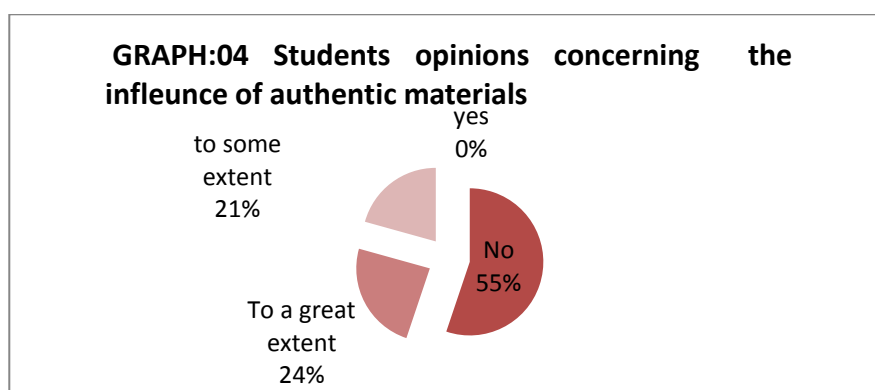


Table 03: kind of authentic materials that teachers used

| Kind of authentic materials | Number | percentage |
|-----------------------------|--------|------------|
| Teaching videos | 4 | 10% |
| Computer soft word | 20 | 73% |
| television | 1 | 3% |
| Literature review | 5 | 14% |

As it is noticeable in the above table that the parsonage which (70.96%) which is represents 22students their answers are computer soft word it seems to be the common and the most used teaching materials the second one with a proportion (12.5%) only 4 students whose their answers videos and 3student whose with proportion with (9.67%)state that literature, and 1 student with3.22% said that television .

Item: 04 Is there an influence on speaking skill by the use of authentic materials?



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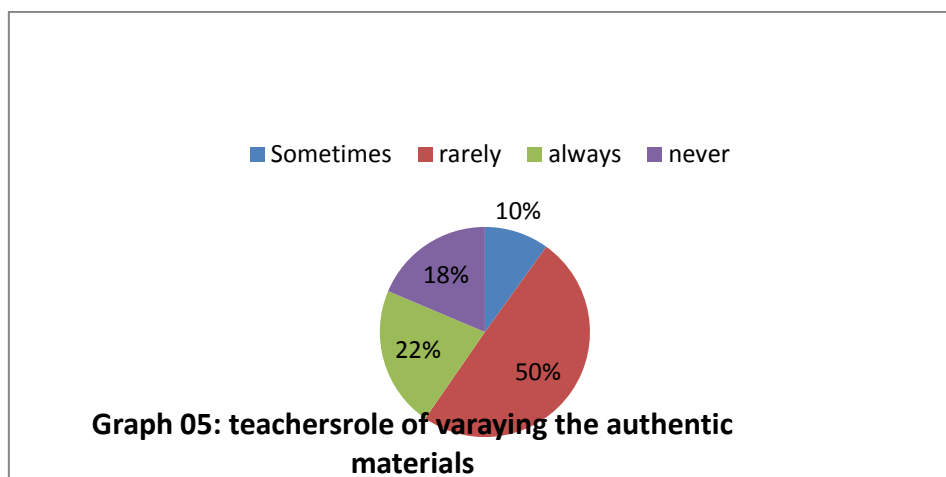
Table04: Student opinions concerning the influence of authentic materials.

| Students opinions concerning the influence of A.M | Number | percentage |
|---|--------|------------|
| Yes | 0 | 0% |
| NO | 16 | 55% |
| To a great extent | 5 | 24% |
| To same extent | 7 | 21% |

Graph 04: students opinions concerning the influence of authentic materials on speaking proficiency, the proportion of yes indicate that 17 students (59%) found that there is an influence on speaking by using authentic materials, and 6 students claimed that to great extent with (10%) then (8%) claimed that to some extent and only 3 student with (23%) said that there are no influence

We notice that not all students prefer learning with the authentic materials so majority of them want to learn authentic materials; it motivates them to learn English foreign language.

Item 05: how often do your teachers vary the authentic materials tasks ?



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Table05:teachers role of varying the authentic materials

| Teachers role of varying the A.M | Number | Percentage |
|----------------------------------|--------|------------|
| Always | 6 | 22% |
| Rarely | 15 | 50% |
| never | 3 | 10% |
| Sometimes | 6 | 18% |

Graph 05: teachers' role of varying the authentic materials tasks

as it is clearly observed from this graph 20participants(10%) states that sometimes their teachers vary authentic tasks in the section its refers to the students attention of enhancing their students English language levels is the highest personage ,and 6 participants(50%) state that rarely their teachers using it. and 04participants(22%) claimed that always using its and just 01students (18%) claimed that his teacher never vary their tasks it may refer to their inability to use authentic materials ,all those result may refer to the teacher attitudes toward using authentic materials in speaking classroom.

Item: 06 do you like oral expression courses?

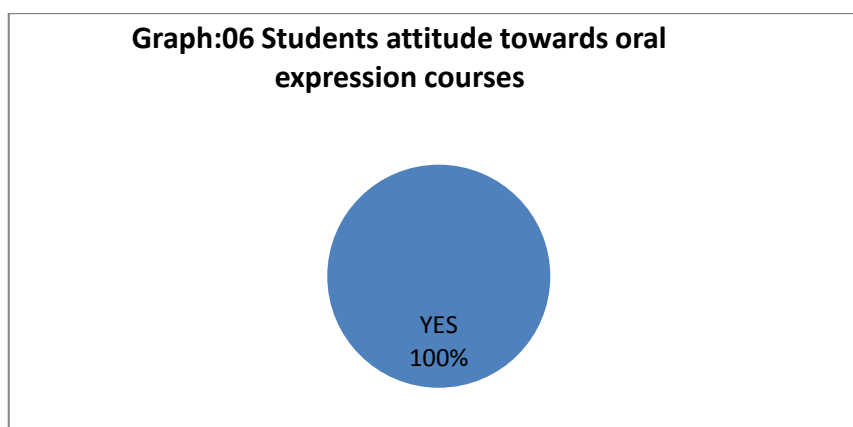


Table06:Student attitude towards oral expression courses

| Students attitude | Number | Percentage |
|-------------------|--------|------------|
| yes | 30 | 100% |
| No | 0 | 0% |

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Graph06: students' attitude towards oral expression courses.

AS far as we notice participants attitudes towards oral expression

module, all of them (100%)their answers was yes ,it refers to the oral expression as an only module in which students have a chance to express their ideas ,share opinions ,beside they feel comfortable and motivated to improve their speaking proficiency and speaking ability .

All students who their answers are yes asked to justify their answers so we state that 10students like it because it is enjoyable ,16of them like it because it gives them an opportunity to practice and test their levels in English ;the rest 05students sated that they like it because the both reasons .

Item o7: which skill is given more attention by your oral expression courses?

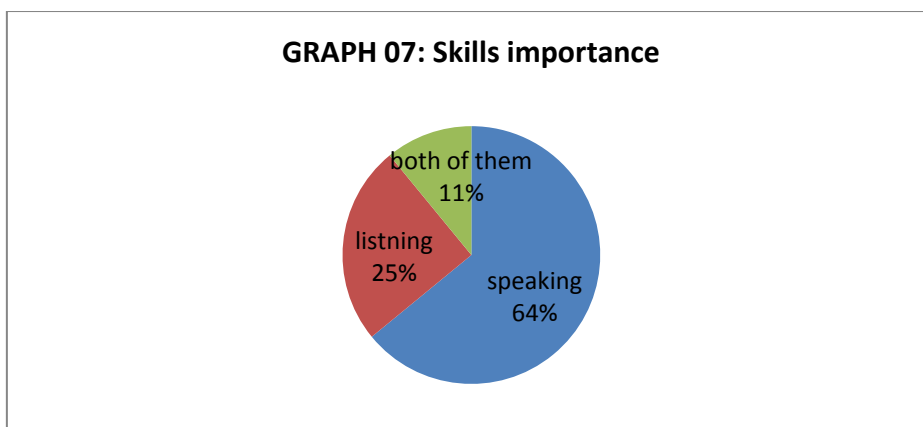


Table 07:skills importance

| <u>Skills importance</u> | <u>Number</u> | <u>persantage</u> |
|--------------------------|---------------|-------------------|
| <u>Speaking</u> | <u>6</u> | <u>24%</u> |
| <u>Listening</u> | <u>9</u> | <u>25%</u> |
| <u>Both of them</u> | <u>15</u> | <u>51%</u> |

Graph07: skills importance

In this item ,we asked the participants about the skill that has given much importance by teachers 24students (64%)chose speaking ,04of them(25%)chose listening ,the others 03students who represent (11%)stated that the both of skills is given importance by the oral expression teachers ,which signifies the difficulties to consider only one skill s important

compared to others because all language skills are interrelated and necessary for EFL learners

Item 08: how do you consider your speaking abilities

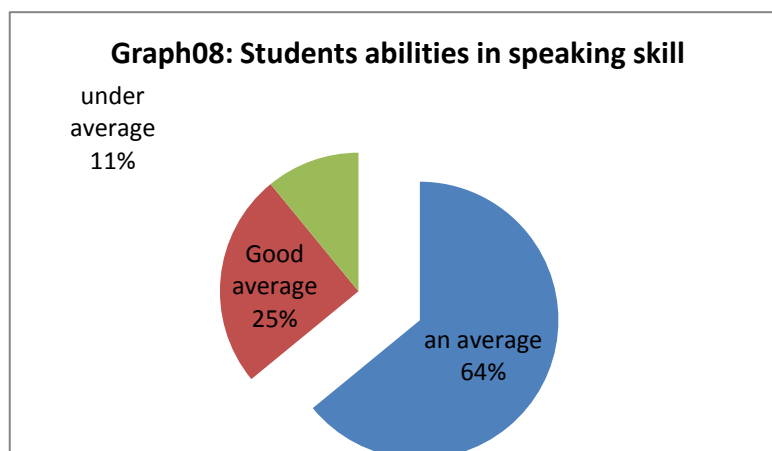


Table 08: students abilities in speaking skill

| Student abilities in speaking skill | Number | Percentage |
|-------------------------------------|--------|------------|
| Good average | 7 | 25% |
| An average | 3 | 64% |
| Under average | 20 | 11% |
| | | |

Graph 08: students' abilities in speaking skill.

By asking this question, we wanted to have student's evaluation to their speaking skill ability level. The result as noticeable from the graph above related that 20 participants (64%) have an average speaking ability level, 6 subjects (25%) reported that they have a good level in speaking ability as a sense, and participants (11%) they have under average in speaking ability.

Item09: do you fellow certain a strategies to deal with your difficulties in speaking?

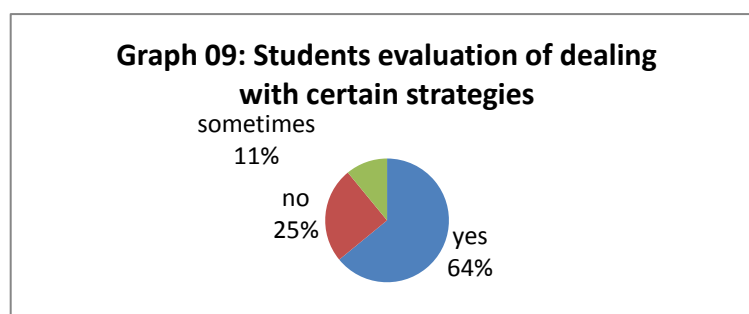


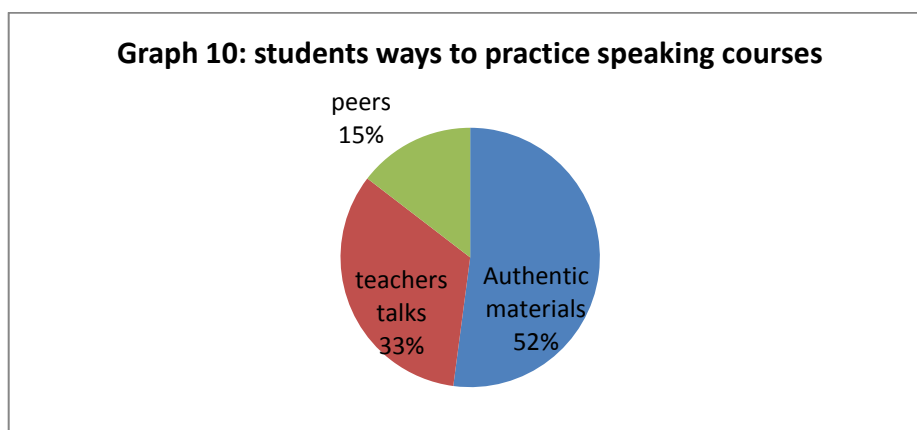
Table 09:students evaluation of dealing with certain strategies

| Students evaluation | Number | Percentage |
|---------------------|--------|------------|
| yes | 19 | 64% |
| no | 7 | 25% |
| Sometimes | 14 | 11% |

Graph 09: students evaluation of dealing with certain strategies

As far as participants following some strategies to deal with their speaking skill difficulties, more than half of subjects (64%), claimed that they following strategies to deal with hem .however, 10students of (25%) states that they have no strategies to deal with their difficulty, the result it may refers to the students big challenge in learning English language so speaking it, few of them stated that some times with(11%)

Item 10: if yes what is the best way to learn and acquire the speaking skills?



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Table 10:Students ways to practice speaking courses

| Students ways to practice speaking courses | Number | Percentage |
|--|--------|------------|
| Authentic material | 15 | 52% |
| Teachers tasks | 9 | 33% |
| Peers | 6 | 25% |

After we know students using strategies to deal with speaking difficulties, we have asked them this question to know about the most ways that they prefer to listening to it to develop their speaking ability, the major of students 22(52%) claimed that they prefer to listening to authentic materials which is considered as an important way, 04 participants (33%) choose listening to teacher talks, as a simplified of English language, as show in the graph above, that few of them (15%) prefers to listen to the peers.

Item11: what kind of materials do you suggest for your teacher to teach you in oral expression courses?

At the end of the questionnaire, we left some lines for students to express their suggestions and opinions and we asked them about what they suggest their teachers use in order to develop their speaking proficiency

Many of them wrote nothing in attempted to be objective, we thought that mentioning their requests as they were given.

They said:

- ✓ A lot of open discussion and more plays.
- ✓ More visual aids, flash cards, filed work activities home work.
- ✓ FILMS and videos that are contain a simple language with translation for better understanding and catching words that are lost.
- ✓ Stories and keep them us in touch with native speaker
- ✓ Documentaries, movies, advertisements, and newspaper for acquire vocabulary
- ✓ Listen to native speaker songs

Analysis of the teachers' interviews

This interview contain five teachers from th department of English university in mostaganem their ages between twenty eight(28) and fifty (50)one male and three females .

3-2 The teacher's interviews

It is another tools from our data gathering tools, it has done to consolidate our data to collect additional information that serves our study for testing our hypothesis in our interview, we had faced problems to record teachers evidences because of many reasons ,so we had deal with structured with written form to collect teachers responses.

3-2-1The description of the teacher's interviews

This contained often interviews–ended questions, which designed to get more information about the four teachers who are experienced on answered attitudes towards authentic materials in enhancing speaking skill.

3-2-2Interviews analysis

Question one: how long you have been teaching oral expression module?

The first teacher” said 2years.”

The second teacher said,” I have been teaching this module for 2 years.”

The third teacher said, 8 years.”

The fourth teacher said “04years”

From the teachers replies ,we deduce that scope of teaching experience in teaching oral expression course is between one years to eight years .this means that our respondents have different backgrounds about learning students needs ,it is positive in the sense that we have different viewpoints towards the subject under investigation.

Question two: how often do you use authentic materials in the classroom?

When asking the teachers we have answers from three teachers only one teacher stated that, they did not use them and their were as following:

Teacher One: 80%

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The second said that usually uses in class, and they are essential device for the teacher to develop his /her students' skill specially speaking and listening.

The third teacher claimed that she use it one session a week in oral expression courses

The fourth teacher stated that although she did not use it because she did not find the appropriate place to use it and the administration did not often her the materials to use.

Question three: What do you think the role of authentic materials is?

The first teacher responded that they enhance students' oral proficiency.

The second teacher said that, they are very important because they have very motivating interesting and the students have the opportunity to be contact with native speaker's culture and traditions.

The third teacher said that, they are very helpful for students to learn English.

The fourth teacher sees that the role of authentic materials to motivate the students to learn and the teacher teach and they simplify the studying process.

Among all these answers of teachers, we investigate that authentic materials have a great impact on learning process.

Question four: based on your experience in teaching English as a foreign language, what are the main difficulties your students encounter in speaking skill?

By asking teachers this question, we know about students speaking difficulties and they provide us by bellow answers.

All teachers gave approximately the same response for their students encountered speaking difficulties ,they have to be interested by the subject otherwise also, they face problem in delivering speed and pronunciation ,the use of weak forms by the native speakers ,uncommon vocabulary and difficulties of understanding ,while the fourth teacher stated that ,they do not have the ability to speak as well as is no innate motivation to learn them through speaking .so all students have a difficulty ,which require consideration to enhance their speaking and prove them by the more reinforcement to ovoid those difficulties.

Question five: what do you think about the use of authentic materials in foreign language classroom?

From This question, we want to know how teachers take the students needs in consideration and how often they use it appropriately, we have taken their answers as following:

The first teacher claimed that she could not use them always because time is not enough she argued in this sense that the students must depend on themselves by listen to videos; songs .

The second teacher said that SHE use them appropriately in order to make them familiar with different ways of speaking. The third teacher respond by yes ,she does not use them because the department its not providing them for her teach ,and the last one said that ,at least i tray to .by choosing topic subject appropriately.

Question six: To what extent does the use of authentic materials enhance students their speaking skill proficiency?

After asking them about authentic materials role in general, we want to specify its role on to what extent it helps students in developing speaking proficiency, the teachers provide us by different answers:

The first teacher stated that, what was provided in classroom is not enough .however it may developed their level .then, the second one answered us as very much because they become able to understand easily and give them chance speak fluently .And the third teacher stated that ,they help them a lot because it is authentic students have the chance to listen ,and pronunciation ,the fourth teacher said that authentic materials are useful ,should be used by teachers .

Question seven: To what extent is the use of authentic material necessary in oral expression classes?

By asking this question ,we want to know whether students are needed the authentic materials or not in oral expression ,so all teachers have approximately the same answers about the use authentic materials in oral expression classes ,teachers stated that authentic materials are necessary in oral expression sessions because students prefer to learn by something which is motivated them.

Question eight: have you found the use of authentic materials a good tool for the teaching of speaking skill?

After asking them all the above questions, we want to know about their opinion as a final evidence for the importance of authentic materials in teaching speaking skill, all of them stated that it is a good tool because students are more motivated and they feel the challenge, they find it significant, useful and the best one.

Question nine: what are the most difficulties your students encounter with them?

The first teacher stated that, the lack of equipment, while the second teacher said that they use guided activities with video or films so their students rarely complain, the third one stated that it is the lack of understanding some expressions, the final one claimed that the most difficulties that students encounter with authentic materials are interferences of the first language in the second language.

We stated that the majority of difficulties that students encounter with authentic materials are not complex difficulties because they complain with them by their teachers.

Question ten: Please suggest some of the strategies you deal with your students speaking difficulties?

There are different suggestions to be followed, more listening in class, students have to be exposed to authentic material as much as they can. Let them talk and give them homeworks as watching movies on TV, newspaper.

We choose motivating topics that are relevant to students' level and interest; students must take more time for the oral expressions.

Conclusion

The analysis of students' questionnaire, and teachers' interviews allowed us to make a summary about the students' and teachers' needs in Mostaganem University as well as their opinions and attitudes towards the use of authentic materials as a teaching aid in improving students' speaking skills. And depicting the difficulties that face them in learning English as a foreign language. Concerning the adopting of authentic materials in teaching –learning English, the questionnaire revealed the following, after the analyses of the students' questionnaire they appreciate learning with authentic materials and consider them very interesting and more encouraging since they want to be close with the native speakers.

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language .as they see that ,they do not just listen to the native speakers but learn how to pronounce the English language as it is by their own and the use of authentic materials make them more related with their cultures . So we are going to discuss the result of the questionnaire and the interviews students and teachers.

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Introduction

This chapter presents briefly a summary of the study ,first, a summary of the findings ,then discussion of the result and finally , the recommendations and conclusion , The summary of the study includes the objectives as well as subject ,materials and procedures of this research investigation as briefly described ,the objectives of the study to investigate the use of authentic materials to enhance learners speaking abilities and to study the influence of authentic materials on students attitudes towards learning English speaking skill.

The result of the questionnaires

In according to the general information of the subjects, the subjects involved in this research were bot male 23%and female 77% studying English language in Mostagenem University their age between 20-more than 25 old

In accordance with the results of the questionnaire surveying the improve of speaking proficiency through the us of authentic materials , the majority of students always explored their English through the internet and website and they rarely listening to the videos and never use peers , they also enhance their speaking proficiency through teachers talks and the use of authentic materials

. Referring to the result of the questionnaire the sources of improve their language proficiency through the use of authentic materials ,most of them they always explored materials through television and videos and they sometimes listened to radios as well .In accordance with the result regarding the influence of authentic materials on students speaking proficiency, most of the students strongly agreed that learning English as foreign language for listening through the songs and radios and movies allows the to improve their language proficiency , while they agreed that learning English speaking skill through news papers allows them to feel more comfortable ,the majority of the students see that the use of authentic materials as watching TV allows hem to improve their speaking proficiency.

Moreover, a large number of the students agreed that they are able to apply English language through authentic materials for speaking proficiency .A majority of students agreed that they gain more knowledge to improve their speaking through authentic materials ,not only did most of the students agree that English speaking skill used in authentic materials useful for them to develop their speaking proficiency ,but they also with the importance of authentic materials for enhance their English proficiency.

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On the other hand, the teachers' interview stated that, all our participants believed in using authentic materials in speaking classroom. In addition, all of them stated that, Although they are difficult with their students' level and they face difficulties when listen to them (difficult expression pronunciations). But they still the best means to fit them with the native language as well as to improve their speaking proficiency moreover their speaking skill.

However, we observed that not all teachers choose the authentic materials randomly, Indeed when selecting them; they take into consideration their students needs and levels.

Discussion of the results

building on The results in the previous chapter, this section focuses on the principles research objectives, in the pursuit of which the researcher investigated the use of authentic materials to enhance speaking proficiency, and investigate the influence of authentic materials on students speaking skill.

Its show that the subjects who were involved with authentic materials could enhance their speaking proficiency ,having engaged with authentic materials more frequently ,students seemed that ,it can be that authentic materials can somehow help students increase speaking ability in order for them to achieve their speaking more effectively ,so before having studied English through authentic materials ,most of the students in this research study reported that the language they heard in he classroom was somewhat different from the language they heard or encountered outside .So they could really use such materials in the real situations .Although learning speaking skill through authentic materials become more difficult or harder ,the students were very active and had more comforts as well as self –confidence when they attended and participated in the class ,they seemed not to have much difficulty in understanding the lessons using authentic materials since most of them had certain background knowledge about the class materials ,it could be summarized ,according to the findings of the researchers' that ,the use of authentic materials used in English second language classroom could really help develop students speaking abilities as well as increase students comfort level and self-confidence to accomplish their speaking proficiency .

however, we can stated that teachers plan authentic materials session according to certain, the most is the objective of the lesson simplify for their students the authentic materials for more grapes .therefore, they argued that integrating authentic materials in their teaching process

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has a positive impact on developing their students speaking ability as they claimed that they are one of the best strategies in teaching English as foreign language.

Recommendations and solutions

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

-We may achieve the common ground that students feel better with authentic materials helping them increase in the real language as far as teachers provide them with pedagogical support.

-The authentic materials effected positively the classroom environment, since the majority of students appreciate learning with it

-Teachers could make use of authentic materials for the learners to listen the gist of the information presented

- authentic materials should used accordance to the students abilities and level so, teachers should use a variety of authentic materials ,with different activities and grouping work to meet all students needs ,levels, and abilities .

-Authentic materials should be includes in students curriculum

In addition, all students appreciate learning with authentic materials, they really seem to have enjoyed it and felt relaxed their teachers support them as a teaching strategy.

Conclusion

According to the result of the research ,the finding of the study showed that the use of authentic materials enhance speaking proficiency ;results also indicate the impact of authentic materials on learning English speaking skill .therefore, the result of this research study could really summarized by stating that the use of authentic materials could really help students enhance their speaking abilities more effectively ;moreover the use of authentic materials had a positive effect and helped increase students performance ,comfort, and self-confidence to listen and speaking English foreign language other word the benefits students get from being

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exposed to the language in authentic materials ,The authentic should be used in accordance with the students levels of knowledge and the students helped by their teachers to overcome the difficulties they encounter .

General conclusion

Teaching the speaking skill in oral sessions and making it easy in use is a difficult task .In one hand, teachers should use the appropriate tricks and methods that help them making students motivated towards learning ;on the other hand ,the development of the speaking skill requires a regular practice either by using authentic materials or by interacting with people outside the class especially the classmates teachers ,or even native speakers on the net .This practice allows students to produce the language as accurate as possible in a fast way.

One main point that helps students carry on their speech and speaking fluently without fear, is teachers using authentic materials, most of students prefer that teachers using authentic materials as motivational strategy to develop their speaking proficiency, in this way students will not forget their ideas .The second main point is that most of students feel free in speaking when they interact with each other from their own desire without teachers.

The present study focuses on the use of authentic materials as a motivational strategy to develop learners speaking proficiency, so the ultimate aim of this study is to discuss the importance of the use of authentic materials in the classroom and its impact on students speaking skill.

to investigate the research work and confirm hypotheses ,the researchers divided the work into three chapters ;the first chapter deal with a theoretical part as a literature review in which the researcher present two sections ;section one includes common definitions of authentic materials ,its importance in EFL, focus on the influence of it in EF L classroom and the di ,section two also covers definition of speaking proficiency and its importance in EFL classes and developing the speaking skill.

The second chapter is devoted to the practical part. The researchers deals with describing the sample for both teachers ;then, description of the questionnaire as a data collection tool .This chapter display data analysis of both teachers and students questionnaires

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

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Appendices

Appendix 01: students' questionnaire

Dear student,

I am recently doing a research on “the use of authentic materials as motivational strategy to develop learners speaking proficiency “as far as the third year LMD students are concerned. I would be very grateful if you could answer the following questions: please circle your answer.

1-What kind of authentic materials do your teachers often use in classroom?

A-videos b-literature C-television D-computer/ soft word

2-Is there an influence on speaking skill by using the authentic materials?

A-yes b-no C-To some extent D-To a great extent

3- How often do your teachers vary the authentic tasks?

A-always b-sometimes C-rarely D-never

4-which skills attract more your attention by your expression teachers?

A-speaking b-listening c-both of them

5-How do you consider your speaking abilities?

A-an average b-good average c-under average

6-D you fellow certain strategies to deal with your difficulties in speaking?

A-yes b-no c-sometimes

7-What kind of authentic materials do your teachers use?

A-teachers talks' b- peers C- videos

8-What kind of authentic materials do you suggest for your teachers to teach you in oral expression courses?

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Appendix 02: teachers' questionnaire

Dear teacher

I am recently doing a research on the use of authentic materials as a motivational strategy to develop speaking proficiency, as far as third year LMD students are concerned , I would be very grateful if you could answer the following questions:

1-How long have you been teaching oral expression courses?

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.....
.....

2-How often do you use authentic materials in classroom?

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.....
.....

3-What is the role of authentic materials is?

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.....
.....

4-Based on you experience in teaching English s foreign language what are the main difficulties your students encounter in speaking skills?

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

5-what do you think about the use of authentic materials in English as a the foreign language in classroom?

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.....
.....

6-To what extent does the use of authentic materials enhance students speaking proficiency?

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

7-To what extent is the use of authentic materials necessary in oral expression classes?

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

8-Have you found the use of authentic materials a good tool for teaching speaking skill?

.....
.....

9-What are the most difficulties your students encounter with them?

.....
.....

10-Please suggest some of the strategies you deal with your students and mention speaking difficulties if they exist?

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