

DEDICATIONS:

This work is dedicated to my Beloved and Dearest Mother KONATE Fanta!

To my Dear Father ABOU!

To my lovely brothers and sisters Drissa, Oumar, Chata, Adiaratou, Djenèbou etc.

On the memory of my Dear Grandmother!

To Mr. COULIBALY Daouda the headmaster of the “lycée LDaouda de Kolondièba”!

To CAMARA Boubacar and his Spouse

To Amadou S SIDIBE!

To his first spouse NAKANI SIDIBE!

On the memory of his second spouse SANGARE Maimouna!

To my “FAMILY”

I hope they will find out through these little words my love and my full gratitude towards them!

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ABSTRACT:

The present study is a final master II dissertation; it is conducted on the enrolled English courses learners at the chamber of commerce of Mostaganem.

The study aims at investigating the use of authentic materials in an EFL context; as these types of materials have long been considered as great advantages for the English learners to enhance their language and to increase their intercultural awareness. Furthermore, it is believed they expose students to real life situations (outside the classroom) and motivate them in the language learning process. It is therefore, very significant to prepare the EFL students for successful English language Skills improvement. In order to help them improve their language skills more effectively in the real world, authentic materials are implemented in the English teaching class.

In this study, we give importance to the status of English as a lingua franca, English for specific purposes, English for academic purposes, and the concept of materials authenticity.

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LIST OF ABBREVIATIONS & ACRONYMS

EFL: English as Foreign Language.....	
ESL: English as a Second Language.....	
ELF: English as Langua Franca.....	
ESP: English for Specific Purposes.....	
EAP: English for Academic Purposes.....	
TV: Television.....	
CNN: Cable News Networks.....	
BBC: British Broadcasting Corporation.....	
UN: United Nation.....	
WB: World Bank.....	
WHO: World Health Organization.....	
UNESCO: United Nations Educational, Scientific and Cultural Organization.....	
AMs: Authentic Materials.....	
TEFL: Teaching English as a Foreign Language.....	
ELT: English language Teaching.....	
ATMs: Automatic Teller Machines.....	
DVDs: Digital Versatile Disc.....	
CV : Curriculum vitae.....	

GENERAL INTRODUCTION:

a. Background of the study:

Teaching a foreign language especially English has come across some challenges and complications regarding the learner's needs and expectations towards the language learning. In order to encounter these expectations, English teachers are required to use various teaching methods and materials in their language classroom to simulate learner's motivation and their participations in the classroom activities during the learning process.

In this regard, we have thought of the authentic materials which are defined as materials designed for non-pedagogical or academic purposes but a foreign language teacher can use in his classroom to help and to expose his learners to the real and natural language used by the target community. In the context to expose them and faster their English language and facilitate the full acquisition of the four English skills we are highly motivated to demonstrate how importantly is it to use the authentic materials in the English as foreign language teaching classroom.

b. The statement of the problem:

Up to now in this 21st century; in Teaching English as a Foreign Language (TEFL), there are many teachers and students who are not fully aware of the huge advantages of authentic materials. By this present, we mean to raise a significant consciousness about the importance of the authentic materials in EFL learning settings by the teachers for learners, especially in an ESP context. Furthermore, the study is to support that EFL learners need to learn the English culture while they learn English.

c. The Objectives of the Research:

The objectives of the study are:

1. To explore the importance of the use of authentic materials in an EFL context.
2. To suggest suitable AMs and techniques for enhancing learners' speaking, reading, listening and writing skills.
3. To Figure out suitable teaching methods of the use of the authentic materials which can increase learners' expectations, motivations and their desire to participate in the classroom?

4. To explore how the AMs are used for the English learners at the chamber of commerce of Mostaganem.

d. The Research questions:

1. How do English teachers and learners perceive authentic materials in their English as a foreign language classroom?
2. At what extent is it beneficial for learners and teachers to learn and to teach English language by using authentic materials in their classroom?
3. What are the eventual disadvantages of the authentic materials for the English Teachers and learners?
4. At what extent the authentic materials can affect English learners intercultural awareness and their linguistic competencies?

e. The Hypotheses:

The present research is based on:

1. The use of the authentic materials in English language learning and teaching processes exposes learners to the culture of the English native speaking communities.
2. This research will provide learners and teachers positive ways of acquiring English language four skills efficiently.
3. The use of authentic materials in EFL teaching classroom will enhance students' confidence to apply their knowledge in "real" life communicative situations.
4. The use of authentic materials will English language learners' linguistics and communicative competencies and intercultural awareness.

f. Limitations:

As mentioned before, the study is carried out at the chamber of commerce of Mostaganem. It aims at investigating the use of the authentic materials to develop EFL learners' four skills in general. The study is not conducted specifically on a given skill of the four skills. The sample population participated included in the study was about 15 respondents and 02 teachers; so it is important to highlight that the research is a tiny spot of a large plain. During the study we encountered several obstacles such the respondents' and interviewees' availability that prevented us from a larger data collection and a deepen data analysis.

INTRODUCTION:

Never in the world's history has any language been as prevalent as English is currently.

Since the end of the Second World War, English has become the most world's dominant language over more than thousands of languages; this is due to the need of having a common language to be acknowledged as an international language for commerce, industry, technology, medicine, aviation, diplomacy, and so many other domains.

In every side of the world, nowadays people are more and more acknowledging the importance of the English language, since it has become universally spoken language and a great medium of communication for people from different cultures, countries, ideologies etc.

Obviously, English is the most used language in the cited fields above. Approximately 80% of the electronically stored information is now in English. Besides, today's famous TV channels and magazines providing news and promoting cultures such as CNN, BBC, France 24, New York Times, Forbes etc., are in English.

This dramatic emergence of English language in every important field of the world has driven people to a thirsty need of learning English.

As any other language, learning the English language might be a challenging and an adventurous task for people from non-native English countries, since the principal purpose of learning a foreign language is mostly for communicating and interacting purposes.

1. English as lingua franca:

Standing since many years as an international tool and medium of communication, the English language has come to be seen and considered as the lingua Franca (language use by people from different cultural background to communicate); replacing and surpassing languages such as Latin, Portuguese, Spanish, and Arabic which have gained this international fame in the centuries.

“[...] a lingua franca is a contact language used among people who do not share a first language, and is commonly understood to mean a second (or subsequent) language of its speakers” (Jenkins, 2007, p. 1).

The event through which the English has been before gaining the position it holds today is not significantly the concern of this study; although the first chapter will tackle the importance of the English today all around the globe.

By the end of the Second World War and with the establishment of international organisations such as the United Nation (U.N), the World Bank (W.B), United Nations Educational, Scientific and Cultural Organization (UNESCO), World Health Organization (WHO); there was an urgent need for an official language to be chosen and considered as the spoken language of the workplaces and the conferences of these namely organizations; the military and economic powers of the British Empire and the United States helped the English language to gain the status. Undoubtedly; it is needed, spoken, and understood in every corner of the world today; not only in Britain or in their old colonies. Indeed; the English language holds an official or semi-official status in over 60 countries all around the world, and 20 countries gave English a primary status (Crystal, 1997, p. 360).

According to Barbara Seidelhofer, in her book *“Understanding English as a Lingua Franca”*, this status of ELF is seen in two main levels: *“Localised”* and *“global”* levels (Seidelhofer, 2011, p. 4). Firstly, she considers the function of English as lingua Franca (ELF) at the local level as a language which unites people of one country where we can find other popular spoken languages but keeps English as an official language used in institutions and as a medium of teaching schools subject. This status of English can be seen in many countries, especially in Nigeria where English is the official language and unites other language people such as Hausa, Igbo or Yoruba (Seidelhofer, 2011, p. 4).

This status of English can be seen in many countries, especially in Nigeria where English is the official language and unites other language people such as Hausa, Igbo or Yoruba (Seidelhofer, 2011, p. 4).

Secondly, at the global levels; she mentions that people from different countries or languages all around the world using increasingly English as a tool for communication gave to the English language the status of lingua franca.

2. English for Specific Purposes:

The concept of English for specific purposes (ESP) has been a debate throughout times. In this section of the chapter, our concerns are to define the term ESP and to obtain clear insights about its purposes in relationship with teaching and learning English rather than going deeply down in the field itself. Mackay and Mountford (1978: 2) states that “*ESP is generally used to refer to the teaching of English for a clearly utilitarian purpose*”. In that regard, it is obvious that, ESP like any form of language teaching concerns language learning. It has to do with different academic fields and professional settings where the English language is most needed, such as in *Medicine, Technology, Commerce, Business, and Law etc...*

Additionally, Tomlinson (2003, p.307) points also out that “... *English for Specific purposes is an umbrella term that refers to the teaching of English to Students who are learning the language for a particular work or study-related reason*”.

According to Hutchinson and Waters, ESP is defined as an approach of language teaching in which all the decisions either in content or method need to be based on the learner’s reasons of learning (Hutchinson and Waters, 1987). Undeniably, after English being acknowledged as an international language, since the 1960’s; ESP became an active approach of applied linguistics in general and Teaching English as a Foreign Language (TEFL) in particular.

2.1. Characteristics:

Scholars like Dudley-Evans and St John (1998) provided us clear insights about the term ESP and have identified two main types of characteristic, which are divided in terms of absolute and variables ones.

a. Absolute Characteristics:

- ESP meets specified needs of the learners.
- ESP content centred on particular subjects, professions and social activities;

- ESP is centred on that language which is appropriate to those activities in syntax, lexis, discourse, semantics, etc. and analysis of this discourse.
- ESP contrasts with General English.

b. Variable Characteristics:

- ESP may be related to or designed for specific disciplines;
- ESP may be used, in specific teaching situations, a different methodology from that of General English;
- ESP is likely to be designed for adult learners, either at a tertiary level institution or in a professional work situation. It could, however, be for learners at secondary school level;
- ESP is generally designed for intermediate or advanced students. Most ESP courses assume some basic knowledge of the language systems, but it can be used with beginners.

(Dudley-Evans & St. John, 1998:4)

3. English for Academic Purposes:

English for academic purposes (EAP) emerged as subfield of English for specific purposes (ESP); it is defined by its focus on teaching English specifically to facilitate the learners' study or research through the medium of English (Flowerdew & Peacock, 2001, p. 8; Hyland & Hamp-Lyons, 2002, p. 1). Nowadays; with the increased advancement in technology and the status of English as an international language; great opportunities have been given to the English language to be not only spoken throughout the world but, to be also studied at all school levels such as in primary, secondary, and higher education in almost every single country of the globe.

3.1. Characteristics:

English for Academic Purposes (EAP) has become a discipline in its own right; it aims at helping learners to study, conduct research or teach in English. In fact, teaching EAP is an outstanding and tremendous work for EFL teachers. It has three main characteristics and purposes.

Firstly, it carries out in English-speaking countries *such United State, Britain, Australia, and New Zealand*, where a large number of international students from non English speaking countries are given opportunities every year to study in these countries.

The second characteristic is seen in the former British colonial countries where English is spoken as a second language and used as medium of instruction at all studies levels. This characteristic of EAP is the case of *Nigeria, Zimbabwe, Egypt, and India* etc...

Thirdly; it is conducted in some countries such as in *western European countries, china, japan, African French-speaking countries and so many others countries*; where English is not spoken at all by the population but is needed for accessibility to the literature studies in English even if these people do not have any historical relationship with English.

4. The Concept of Authenticity:

The use of authentic materials in English language Teaching (ELT) has not begun today; it has been for long time revisited and revised by scholars and researchers of ELT (see Clarke, 1989; Gilmore, 2007a; Guariento & Morley, 2001; Kramsch & Sullivan, 1996; Little, Devitt & Singleton, 1989; Mitchell, 1994; Murray, 1996; Widdowson, 1979, 1996).. Earlier in the nineteenth century, the British linguist Henry Sweet used authentic texts in his books as he was greatly aware of the potential advantages they could have on his readers. The emergence of the communicative language teaching approach which aims to teach learners with real use of language outside the classroom has given a code of popularity to the concept of authenticity in Language teaching (*Little et al., 1989; Nunan, 1989; Roberts & Cooke, 2009*).

The concept itself is an umbrella term which does not have a clear definition, but traditionally refers to 'real' language samples and materials produced by 'native speakers of English' without any language teaching purposes (*see Adams, 1995*).

Many scholars have given their own perceptions about this broad term and have defined it in terms of categories. Breen (1985, p 68), in a reflective article on the issue of authenticity in the language classroom, concluded that there were four broad types of authenticity within language teaching:

- a. Authenticity of the texts which we may use as input data for our learners.
- b. Authenticity of the learner's own interpretations of such texts.
- c. Authenticity of the tasks conducive to language learning.
- d. Authenticity of the actual social situation of the language classroom. (Murray (1996) asserts also that authenticity is one of the basic principles of language teaching. In addition to these contributions about the concept of authenticity, Brown and Menasche

(1993) propose a model for it, which contains three 'types': *Input, tasks and output authenticity*.

According to them, each of these three types contains several degrees:

- a. Input authenticity: This includes genuine, altered, adapted, simulated authenticity and inauthenticity.
- b. Task authenticity: This type contains genuine, simulated and pedagogical task authenticity.
- c. Output authenticity: This degree contains genuine and simulated authenticity.

4.1. The Differences between Authentic and Non-authentic materials:

The aim of learning English is none other than to be able to use it similarly to the way in which natives would; that is why we believe that exposing the students to authentic materials throughout the teaching process is crucial. It is then of a great importance to make a clear distinction between the authentic and non-authentic materials in ELT. This differentiation will allow us to know what specific material rather than another to be used in a given situation.

To begin with; authentic materials are defined as printed papers, videos, and audio materials produced by native speakers and not created specifically to be used in the classroom that EFL, ESL or any other language teachers would use in their classroom to expose their learners to the real use of language of the target community. Students may be encountering these materials in their daily lives, such as change-of address forms, job applications, menus, voice mail messages, radio programs, and videos. Harmer (2001) described authentic texts as "*materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language.*"

In addition, Nunan (1999, p. 126) referred to them as "*spoken or written language data that have been designed by native speakers for some real purpose of their own rather than using language produced and designed for the classroom.*" Moreover Peacock (1997) also defined them as materials that have been produced to fulfil some social purpose in the language community.

On the other hand; non-authentic materials in language teaching context, can be defined as pre-designed materials for teaching; they are planned, designed and produced in accordance with a given curriculum and the policy of a country. These materials are frequently in the form of textbooks such as dictionaries, grammar books, workbooks, or photocopies etc...

4.2. The Sources of the Authentic Materials:

Authentic materials being defined as printed papers, videos, and audio materials students encounter in their daily lives; today in a world reigned by technological devices, the sources of authentic materials are limitless. These sources can be distributed into three (03) main categories: Paper-based materials, audio-video materials, and the internet.

4.2.1. Paper-based Materials:

These materials comprise things that the native speakers of English use in their daily life such as books, magazines, articles, cook books, restaurant menus, Packing slips, Order forms, ATM screens, ATM receipts, Street signs, Coupons, Traffic tickets, Greeting cards, Calendars, Report cards, TV guides, Food labels, entrance tickets, labels, pamphlets, medical prospects, postcards etc...

4.2.2. Audio-video Materials:

These materials are for instance phone messages, Radio broadcasts, Podcasts, E-books, Movies or Videos and DVDs, television programs, Series, social media messages (vocals etc.)

4.2.3. Internet:

Dede Teeler and Peta Gray (2000) in their book "*How to Use the Internet*" explain how the internet can be helpful and a great source of authentic materials for teachers. They believe that through, the internet these teachers can take contact with their peers and that it is a space where they can share their teaching experiences.

According to these authors, the internet must be viewed as the biggest library in the world. Nowadays, by its various websites, teaching materials can be easily found.

Our daily social media, such as Whatsapp, Facebook, Skype, Messenger etc., allow also English as foreign language learners to be members of the native English communities.

4.3. The Advantages and Disadvantages:

Using authentic language materials for language learning in the foreign language classroom has many advantages and disadvantages. Scholars have discussed these advantages and disadvantages in many researches throughout the time.

4.3.1. The Advantages:

According to Mishan (2005), the richness of content generates a positive environment, especially for motivation and engagement in language learning.

Teaching a foreign language is more challenging than we can imagine but with the appropriate use of the authentic materials in the teaching and learning settings, the EFL learners are given the opportunity to meet their full expectations towards English language learning as asserts Hyland (2003, p. 94) by mentioning that the authenticity in a foreign language classroom will increase the learners motivation and thus improve the learning results. According to Peacock (1997, p. 45) authentic materials are a bridge between the classroom and the real world.

Martinez (2002, p. 67) adds that exposing learners to real language which is rich in context and culture is another advantage of using authentic. Jane Crawford (1995) explains the importance of effective teaching materials in her article, "*The Role of Materials in the Language Classroom: Finding the balance*"; she argued that the language is functional and must be put always in context. So, the authentic materials are a great source of exposure to the contextualised world for EFL teachers. For instance, a video drama needs to assist language in a meaningful way.

Berardo (2006) states that students benefit from the use of authentic materials in the classroom because he argues; it is the exposure to real language being used in a real context. Some general main advantages of the use of the appropriate authentic materials in EFL classroom stated by (*Philips and Shettlsworth, 1978; Clarke 1989; Peacock 1997, cited in Richards, 2001*) can be listed as follow:

- They have a positive effect on the students motivation
- They provide authentic cultural information
- They expose the students to real language used in real context
- They relate more closely to students' needs.
- Supporting a more creative approach to teaching.

The first listed advantage of AMs was greatly support Guariento and Morley, they noted that AMs are “*a way of maintaining or increasing students’ motivation for learning as they give the learner the feeling that they are in touch with a living entity and the target language as it is used in the community which speaks it*” (Guariento and Morley, 2001: 347).

Many researchers shared the same opinion that “*learners should be exposed to authentic text so that they may have direct contact with input data which reflects genuine communication in the target language*” (Breen, 1985: 63).

It is argued that Students learning with AMs find them interesting and culturally enlightening. For instance listening to or watching real conversations on the radio or TV programs enhance learners’ awareness over the difference between real and contrived language. Harmer (1994) says that they help learners to produce better language, to acquire the language faster, and to make learners more confident to deal with real life situations.

4.3.2. The Disadvantages:

Although many studies and researches argue that authentic materials have made a noticeable contribution in foreign language teaching and learning, some others are against the use of these kinds of materials in the teaching settings; claiming that they have no value for both learners and teachers. For instance, Kilickaya (2004) claims that the complexity of AMs in terms of vocabulary and structures is a burden for teachers, as they may be unable to explain them to the learners in a simplified way. He also adds that there are significantly any differences in terms of language performance between learners learning with the AMs and those learning with the traditional materials.

It is obvious that another major disadvantage of AMs is their adaptability to the learners’ level and their expectations. Besides; it is time-consuming for teachers to find suitable authentic materials and effective ways to set learning activities and meet the learners’ pedagogic purposes. Moreover using AMs such as recordings for EFL speaking and listening can drive learners to a valuable confusion in terms of English accents and pronunciations.

Some others disadvantages of AMs can be listed below accordingly to some scholars point of views:

- They clearly lack grammatical accuracy, acquisition order or durability of learning (Mishan, 2005);

- They are too culturally biased, unnecessarily difficult to understand outside the language community (Richards, 2001);
- They mix too many structures so lower levels have a hard time decoding the texts; listening is tough with too many different accents; materials can become easily obsolete (Martinez, 2002);
- It is difficult to find interesting and accessible materials for beginners level; copyright issues can be a concern (Polio, 2014);
- carelessly chosen materials can be extremely demotivating for learners since they will find it difficult; deciding the authenticity of materials are not easy (Harmer, 2007);
- The AMs texts are usually too high level (Richards, 2001, Case, 2012).

4.4. The Integration of Authentic Materials in EFL classroom:

4.4.1. Listening skills:

Brown (1994) defines listening comprehension as not only a fact of sending and receiving sounds, but also as the interactive and conscious process to send and transmit the message to the brain which will influence in the process of communication. Bulletin (1952) also provides us a definition which states that listening is one of the abilities that makes every user of the language get information, instruction and comprehension in general.

According to the scholars (Broughton et al., 1978), it is one of the receptive skills in English; it is not only hearing, it also comprises listening to something carefully.

This skill is considered as an active process because it involves the speaker's accent, pronunciation, grammar, intonation and vocabulary. To become an active listener of English language, the EFL learners are required to learn through effective authentic listening materials as the purpose of their learning English is to communicate in multicultural spaces.

It is possible that a person listens to someone or something, but cannot understand him or it. In this regard, people must get to listen first before they do or talk about things. The use of authentic materials such as the videos, series, songs, music etc., allow EFL learners to get the chance to listen to authentic text with different various accents. Underwood (1989) believes that a much more real act of communication is heard by the learners by using authentic materials.

The integration of authentic materials in EFL listening classroom can be directed to activities related to real English used by the native speakers such listening to *songs, watch movies or series, role plays, dictation, note completion, storytelling* which will allow learners to practice their real English, to acquire a better English accent and negotiate meaning.

4.4.1.1. The Listening Skills Sequence:

We can list listening sequence in three main stages which highly contribute to the effective development of an EFL listening learner: *Pre-listening, while listening and post-listening*.

a. The Pre-Listening Skills Stage:

This skill aims at preparing students for the kind of information they will hear. Teacher presents at this stage the material to be taught during the lecture in order to activate their mental schema before gathering the presented knowledge. The authentic materials such as *magazines, menus, calendars, maps, brochure etc.*, can be used at this stage.

b. While Listening Skills Stage:

This stage is of a tremendous for learners seeking to get an effective listening skill. The input of the authentic materials is presented by the teacher at this stage, and students are required to listen carefully to the new information.

- At this stage the teacher can provide activities such as: *Note taking, listen and do activities, Bingo, spot the difference etc...*

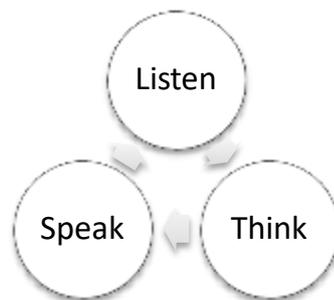


Figure 1: While listening stage

c. Post- Listening Skills Stage:

This is the final stage of the listening sequence which gathers students' understanding of the input, the difficulties of the presented material such as in terms of vocabularies and feedbacks.

4.4.2. Speaking Skills:

Language considers as a medium for human beings to communicate. Speaking skills hence is important for every language learners as they practice it daily in various situations in societies such as at work places, in the street, etc...

Researchers working either in medical or language laboratories are supposed to communicate correctly and effectively with one another. Besides; this skill is an effective tool for avoiding conflicts and for maintaining peace and good relationships between human in the society.

It is skilfully needed to be taught in our foreign languages classroom because its vital role to maintain a successful career in every domain.

Authentic materials activities based on the native English-speaking communities such as: *Religious festivals, popular and cultural marriage and other ceremonies, load shedding, drug abuse, terrorism, corruption, student politics, gender equality traffic jam, local/international political subjects* can be set at this stage to develop the EFL learners speaking skills and to exhibit them to the real language used.

Goodwin (2001: 118) established several goals for a proper pronunciation which is a key component of the English language speaking skills. She classified them into '*functional intelligibility, functional communicability, increased self-confidence, and speech-monitoring abilities*'. She also believed that learners should be able to speak an intelligible English language, so that their produced output or messages could be understood without huge efforts.

Lazaraton (2001: 104) found that learners should develop abilities such as *grammatical competence sociolinguistic competence; discourse competence and strategic competence* to acquire a high oral level of the foreign language. Harmer (2001.p, 271) strongly figured out that in a foreign language speaking skills classroom the most widely used speaking activities should "*fall at or near the communicative end of the communication continuum*".

4.4.3. Reading Skills:

Reading is one strand of literacy; it is complex and more multi-dimensional. The effective teachers of EFL are aware of this complexity and are able to use a range of teaching approaches and activities that produce confident and independent learners of reading skills. It is defined as the process of understanding the written symbols or printed text from a

document. Tadros (2014:2) defines it as a process of constructing meaning from written text. Reading is one of the most important skills that ELF students should have; as they are required to obtain information and knowledge about the native English communities as much as they can.

Nuttall (1982) suggests three main purposes for the reading:

- To read in different ways for different purpose.
- To read for authentic purpose.
- To read for informative purpose.
- To read for communicative purpose.

The use of authentic reading materials such as *newspaper, magazine, books, articles, brochure, and pamphlets* in the EFL reading classroom is a source for exposure students to the native English communities.

To integrate these materials into the classroom, teachers are required to include effective reading comprehension activities based on authentic materials such as:

- *Local English newspaper clippings, magazines, advertisements, brochure, flyers, common informative literature of different well reputed organizations,*
- *Post-colonial writings, popular fiction, comics and visual novels for reading,*
- *Job advertisements for job applications and CV writing, any official documents related to job offer, essay and report writing.*

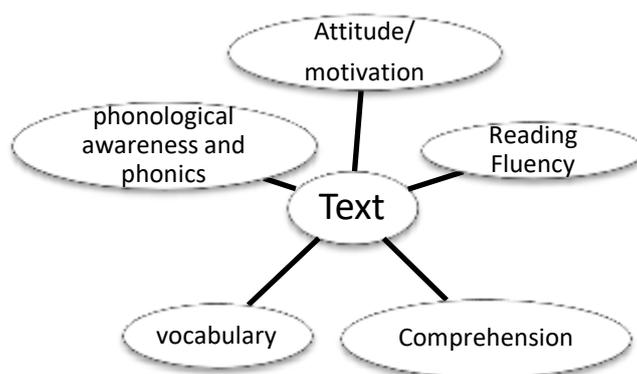


Figure 2: The components of reading skills.

4.4.4. Writing skills:

Language exists in two forms i.e. spoken and written. The written skill is considered as the most used and useful of all the language skills. This skill should then be given a tremendous importance when teaching any language especially English. To successfully implement and

meet the learners' needs, the English language teachers should be able to choose the right materials for their learners. The writing skill is one of the productive skills of English language; it comes after the Speaking skills. Writing in English is not an easy task (Gibbons 2002, p.52); EFL learners must be carefully taught with the appropriate strategies and the useful materials to require writing skills. Feez and Joyce (200, p.1) defend this idea as they believe that everyone can be taught this writing techniques if the right tools are given to him. The careful use of authentic materials by an EFF teacher will expose learners at the same time to the native speakers spoken and written languages; this is to say that these two skills go hand in hand and none of them should be neglected while teaching foreign language.

Materials such as *pictures, reading authentic texts, using other language skills, practical writing, control writing, organization of ideas, Radio and TV programmes* are effective strategies and techniques to improve the writing skills. Raimes (1999, p.495-496) states that every ESL writing teachers can find a valuable resource in pictures such as *drawings, photographs, posters, slides, cartoons, magazine advertisements, diagrams, graphs, tables, charts and maps* which will improve the writing skill as it provides:

- Shared experience in the classrooms;
- A need for common language forms to use in the classroom;
- A variety of tasks;
- A focus of interest for students.

Moreover; he points out that a *short story, a newspaper column, an advertisement, a letter, a magazine article, a poem, or a piece of students writing* can work the same way as a picture to provide shared content in the classroom.

Furthermore; it is said that readings can do far more in the teaching of writing than simply providing subject matter for discussion and for composition topics in classroom as when students read, they engage actively with the new language and culture. The more they read, the more they become familiar with the *vocabulary, idioms, sentence patterns, organizational flaw, and cultural assumptions* of native speakers of the language" (p.518).

CONCLUSION:

The English language having the status of the lingua franca and being used in every corner of this globe have solemnly gave some outstanding forces to this language and the culture of its native speaking countries.

In this chapter we have made clear insights about the status of the English language known today as the Langua Franca. Besides, it is believed that English language being used as an international language in every fields today, has driven people from all around the world to be interested at learning this language and its speaking communities. So, when we came across to talk about the English language Teaching (ELT); the concept of authenticity in the process of English as foreign language (EFL) learning has been clearly explained without any stain. Furthermore; the use of authentic materials, their advantages and disadvantages for both teachers and learners were discussed.

Obviously; in this area of globalization; it is crucial to provide ideas to language learners about the different nations and cultures to enhance their cross-cultural understanding. Teachers then need to be mindful about learners' cultural sensitivity and to be able to select materials to enhance learners' knowledge about the local and target language culture in a universal context which will reduce unnecessary cultural hegemon.

INTRODUCTION:

Since the objectives of this study are about the importance of teaching language with the authentic materials, the study aims at investigating the use of authentic materials in EFL learning Classroom to facilitate English language four skills acquisition at the chamber of commerce of Mostaganem. This chapter will deal with the practical part of the work; it mainly deals with the research design and the data collection. Detailed descriptions of the means of data collection are given in it. Besides, it also includes the instruments used to achieve the objectives of the study.

1. The research design:

The research design is defined by Leedy (1997:195) to be a plan for a study which provides an overall framework for collecting data of a study. Furthermore, MacMillan and Schumacher (2001:166) define it as a plan for selecting subjects, research sites, and data collection procedures to answer the research question(s). They believe that the goal of a sound research design is to provide results that are judged to be credible. Since this study is on the concept of the authentic materials which has been discussed and debated before, we desired to conduct this present study by mixing both descriptive and explanatory in order to suggest some materials, activities and methods of the use of the authentic materials. Obviously, it generally encompasses the description and the explanation of the authentic materials in the EFL classroom especially at the chamber of commerce of Mostaganem.

During the process of our case study at the chamber of commerce of Mostaganem, we have adopted this descriptive correlational method by using questionnaire, and interview and the analytical method. We have chosen these methods since it is appropriate to depict the current situation in which teachers use different types of materials and the understanding of AMs by learners. Moreover, they allowed the researcher to obtain the learners' understanding of the authentic materials and their attitudes towards the target culture which will be included as the results and findings of the study.

2. Data collection:

According to Syed Muhammad Sajjad Kabir (2016, p202) Data collection is defined as the process of gathering and measuring information on variables of interest, in an established systematic fashion that can enable one to answer stated research questions, test hypotheses, and evaluate outcomes. He additionally believes that the main goal for all data collection is to obtain qualitative evidence that can be translated into a rich data analysis in order to allow of convincing and credible answer to the problem that have been raised.

In this regard, we used both the questionnaire and the interview techniques during this study since they are considered to be the most effective and useful instruments implemented in human sciences. We have conducted interviews with two (02) teachers teaching English to professionals and students at the chamber of commerce and a questionnaire for students enrolled for the courses in order to achieve both quantitative and qualitative data. In accordance to these instruments, we have tried to clarify the concept of authentic materials to the students, also find out their influence on the learners motivation, participation in the classroom, their awareness of the English language and its culture and how the authentic materials can help them enhance quickly their speaking, writing, reading and listening abilities.

The data were collected from primary and secondary sources: Interviews and questionnaires were used as the primary sources to the study and the secondary sources were documents, and books found in the library and on the internet that tackle the subject of the authentic materials.

2.1. Sample of population:

The study is carried out at the chamber of commerce at Mostaganem in an ESP context.

The chamber created in December 1901 as a consular chamber of the Dahra zone by the union of French chambers of commerce and industry. Today, the chamber is an industrial and commercial public establishment under the authority of the Algerian ministry of commerce. It provides professionals training of all categories.

English language courses are given there to outstanding enterprises for communicating and interacting purposes. Moreover, university students wishing to enhance their English language

speaking, reading, writing, and listening abilities for academic purposes are not spared by the English language trainings there. In this research fifteen 15 English learners and 2 English teachers were selected to conduct the research.

2.2. The primary sources:

2.2.1. Students' questionnaire:

The primary data defined as data that have been collected from first-hand-experience which have not been published yet and are more reliable, authentic and objective. This survey was conducted to find out the influence of the authentic materials on English language learners in general and particularly on those enrolled in English courses at the chamber of commerce of Mostaganem. So, the questionnaire used to collect the students' knowledge and attitude of the authentic materials was structured and composed of two parts. The first one deals with general information about the students. The second part consists of close-ended questions, answered by ticking the right option.

2.2.2. Teachers' interview:

The interview known as a face-to-face conversation with the respondent was adopted to gather the teachers' perceptions of the target culture and the authentic materials. The interview is based on the teachers' teaching experience with the authentic materials and their attitudes towards the culture of the English native speaking communities. Moreover, it basically was based upon the course they are providing to the professionals working at specific workplaces and who need to develop their English in order to succeed in their work, and also to students from scientific faculties willing to have basic knowledge of English to succeed in their studies. Furthermore, the interview discussed some problems encountered by teachers while delivering their lecture.

2.3. Secondary sources:

The secondary sources the researcher has used to collect the data included in this research are books, articles, previous dissertation and the internet (educational website and blogs).

The key words we used while surfing on the internet to find data related to our dissertation were: English as a lingua franca, English as a second language, the authentic materials, the interculturality.

2.4. The Description of the Questionnaire and the Interview.

2.4.1. The Objectives of the Questionnaire:

The main objectives of the students' questionnaire were to discover their perceptions about the importance of teaching language with the culture. Moreover, to identify their attitudes towards the target culture and the most appropriate authentic materials that can be used in the classroom interaction to help them develop their language four (04) skills in a space of time.

2.4.2. Structure of Questionnaire :

The questionnaire was divided into two main (2) parts in which questions were in the form of close-ended: yes/no questions and other multiple option questions to obtain direct, appropriate and accurate answers from our respondents.

A. Parts one: Learners' Background

In the section the focus given was to discover general information about the respondents such as their nationality, age, gender, their English studies purposes, how long they have been studying English etc.

Question	The question's purpose
1. What is your nationality?	Since Algeria is an opened country hosting students from different countries who have not the same status of the English language, this question aims at identifying students' cultural belongings in order to allow us to consider their attitude toward the English language and the authentic materials.
2. How old are you?	It aims at discovering the learners' age in order to be able to consider if they are professionals working or academic students who need the English language for a given purpose.
3. What is your gender?	This question purposes to identify the larger gender involved in the study.
4. How long have you been studying English?	It aims to find out the duration of time which the learners have undergone at learning the English language.
5. What do you study English for?	This question aims at discovering the purpose behind the learners' English language studies.

B. Part two: Students' attitudes towards authentic materials:

At this section of the questionnaire the importance was given to the discovery of the learners' perceptions about the English culture in general and particularly to the authentic materials derived from these English native speaking communities. The questionnaire was a mixture most of close-ended: yes/no questions and other multiple option questions that enabled us to obtain direct and appropriate answers from respondents concerning their attitudes towards the English culture and the authentic materials.

Question	The question's purpose
6. As an English language learner; do you think native English speaking culture is important in the process of English learning?	This question aims at finding out the English culture acceptance by the learners.
7. Do you appreciate your teachers including the cultural aspect in the classroom?	We meant to know the learners' beliefs about teaching English with its culture by this question.
8. Do you know what does it mean by authentic materials?	This item was included to know first of all if the learners knew the meaning of the authentic materials.
9. Do you participate in the classroom activities based on authentic materials?	By this question we meant to discover the learners' participation in the classroom activities when the authentic materials are used the learning process.
10. Are the authentic materials helpful to you to develop your four skills?	This question aimed to find out the effects of the authentic materials on the learners' English skills

11. Can we use authentic materials for English language learners at all levels?	The question purposed to discover through the learners if the authentic materials can be used for every English learner.
12. Do you enjoy learning with the authentic materials?"	Like a final question we tried to obtain learners' satisfaction about the use of the authentic materials.

2.4.3. Teachers' Interview:

The interview we have got with the teachers was in form of face to face conversation during which we ask them several question regarding the English culture in general and the authentic materials in very particular as the main objective of the study is on the use of these materials on their English teaching classrooms.

At the beginning of the interview, they were asked about their gender, age, their English degrees, and the number of years of their English teaching etc. These questions were considered to be an opening to the conversation.

Question	Purpose
1. Do you consider nowadays English language as the lingua franca in this globalized world	Since the English language is used at an international scale nowadays, we meant to have the teachers' point of view about the status of English by this question.
2. Do you give importance to the English culture in your classroom?	This question aimed to find out at what extent the English culture is considered by the teachers.
3. Do you use the authentic materials while teaching English?	We aimed by this question to know if the teachers used authentic materials in their classroom to help their learners.

4. What are the sources of your authentic materials?	This question was to find out the teachers' teaching materials sources.
5. It is easy to find suitable authentic materials!	This confirmation tried to intimidate teachers in order to discover the difficulties they face when selecting the materials.
6. What are the authentic materials activities based on the four skills do you prefer for your learners?	This question aimed at looking to know the activities the teachers provide to their learners while using the AMs.
7. How to you evaluate the effectiveness of your authentic materials before presenting them to the learners?	We aimed here to know the criteria of selection of the AMs by the teachers.
8. How do you use your authentic materials?	This question was meant to find out some techniques and methods the teachers use with the AMs.
9. How to you evaluate the effectiveness of your materials on the learners after your lectures?	This question aimed to discover how the teachers know that their materials used are effective.

2.5. The classroom observation :

During the research the classroom observation was made to find out the teachers techniques and methods of teaching with the authentic materials. Besides, the teacher managed at this stage to give to the learners a writing authentic materials activity that they had to answer as part of the research experiment. The results derived from this experiment shown that teachers' teaching techniques fit the learners' expectation towards English culture and the use of the authentic materials for them.

CONCLUSION:

This chapter has shortly discussed the research design and methodology adopted during this research. Furthermore, we have mentioned the data collection instruments and the sample population that has been selected to reach the main purposes of our research.

INTRODUCTION:

In this final chapter, the focus is mainly on the analyzing, interpretation of the students' questionnaire and the interview that we had provided to certain teachers.

The results finding was first and all discussed and analyzed before we include them for this study purpose. The questionnaire for this research was distributed to 15 English trainees at the chamber of commerce of Mostaganem. Both of questionnaire and interview were designed in an attempt to prove or disprove the hypothesis raised in the present dissertation.

1. Results and findings:

1.1. Students' questionnaire:

1.1.1. Part one: General information

a. Gender:

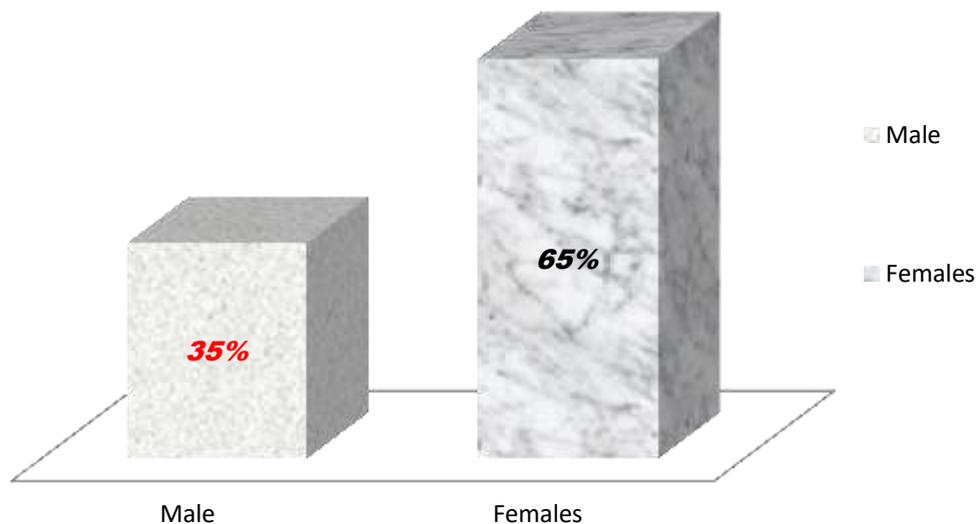


Figure 3: Respondents' gender

As we desired to remain our study anonymous, the first concern of our questionnaire as you can see in *figure 1* above was about the gender of the participants who accepted to help us to carry out this study. The results we found out by this question shown us that the females were most interested in the research than males. As mentioned in the figure 1; 11 or 73% of the 15 participants were females and the 4 or 27% of the remaining participants were males.

a. Question 1: “How old are you?”

Table1: Respondents’ age

Age	Number of participants	Proportion
18	1	7%
20	3	20%
25	5	33%
29	4	27%
30	2	13%

The data shown in the *table 1* indicates that the majority of the respondents’ age 80% are ranging from 20 to 29 years old. Thus, this proportion shows that the majority of our participants are professionals studying English for a set of purpose. This means, of course in other words that they are people able to express their needs and purposes for studying the English language, furthermore they can illustrate and justify about the proposed questions.

a. Question 2: “How long have you been studying English?”

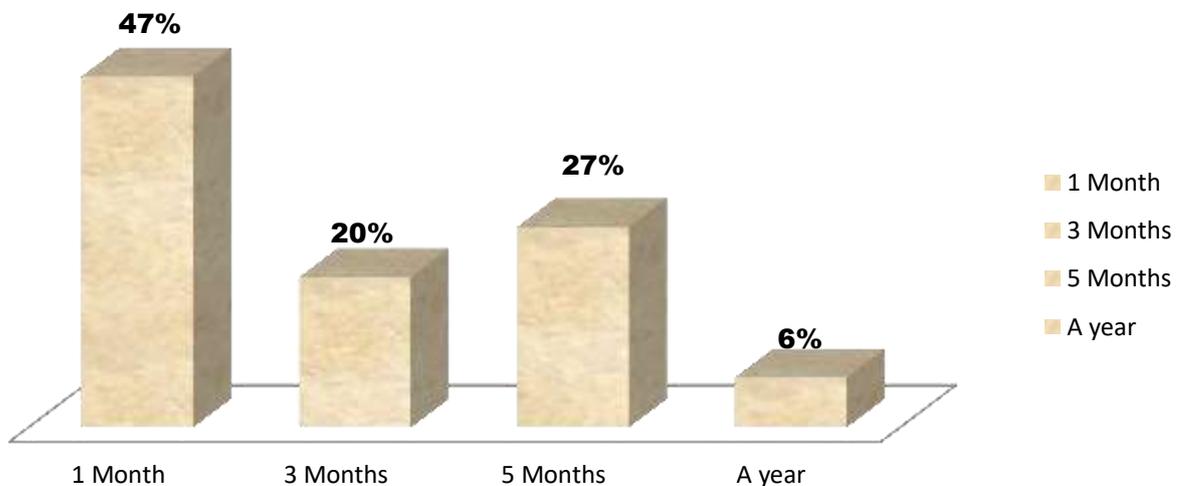


Figure 4: The number of years of learners’ English studies

This graph indicates that the majority or 67% of our study participants are beginners at learning English language; followed by 27% of participant who have been studying English for duration of five months ago before they got the questionnaire to answer. Only 6% of the 15 participants are more advance at learning English.

a. Question1: “What do you study English for?”

Table 2: Learners’ English studies purposes

Respondents	Purpose	Percentage
7	For improving their English communicative abilities to be successful in their works.	47%
5	For having basic English language knowledge to succeed in their highest academic studies.	33%
2	For Travelling	13%
1	By pleasure in order to be able to speak an extra language	7%

To gain more information about the students’ main goal of their English studies, we included this following question in the questionnaire: “What do you study English for?” the students had the opportunity to mark multiple answers. English known as the commonly spoken language in the world has driven people to learn this language for multiple reasons, as we can see in the table; 47% of our questionnaire respondents claimed to be learning English for their works. This statistic certifies the fact that the English language is needed in every workplace nowadays. The second statistic of 33% of our participants shows that English language is a key means for travelling today to avoid communicative misunderstanding and barriers.

Many study programs being given in thousands of schools around the world today made it compulsory to have basic knowledge of English language in order to succeed at middle, high, highest school studies; as 13% the participants of our research learn English for their studies. Only one (01) of the 15 participants learns English by pleasure.

1.2. Part two: Students' attitudes towards authentic materials:

- a. Question 1: "As an English learner; do you think native English speaking countries' cultures are important in your learning process?"

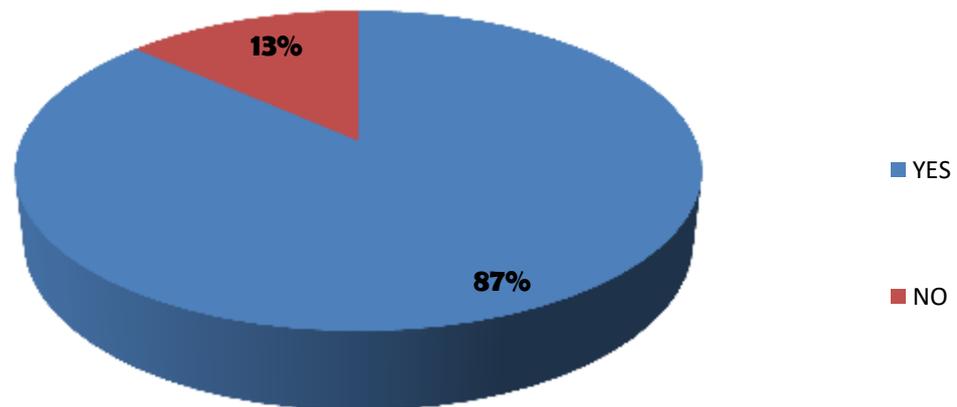


Figure 5: English culture importance

The question we have asked to find out the participants attitudes towards the native English speakers' cultures was the following: "As an English language learner; do you think native English speaking countries' cultures are important in the process of English learning? "

The question was "yes" or "No" and the participants were asked to bring justification their different point of views about the question. As a final result the "Yes" took it largely over the "No" as illustrated in the table below. To justify their answers, some respondents believe that the target culture allows better understanding of the target language.

b. Question 2: “Do you appreciate your teachers including the cultural aspect in the classroom?”

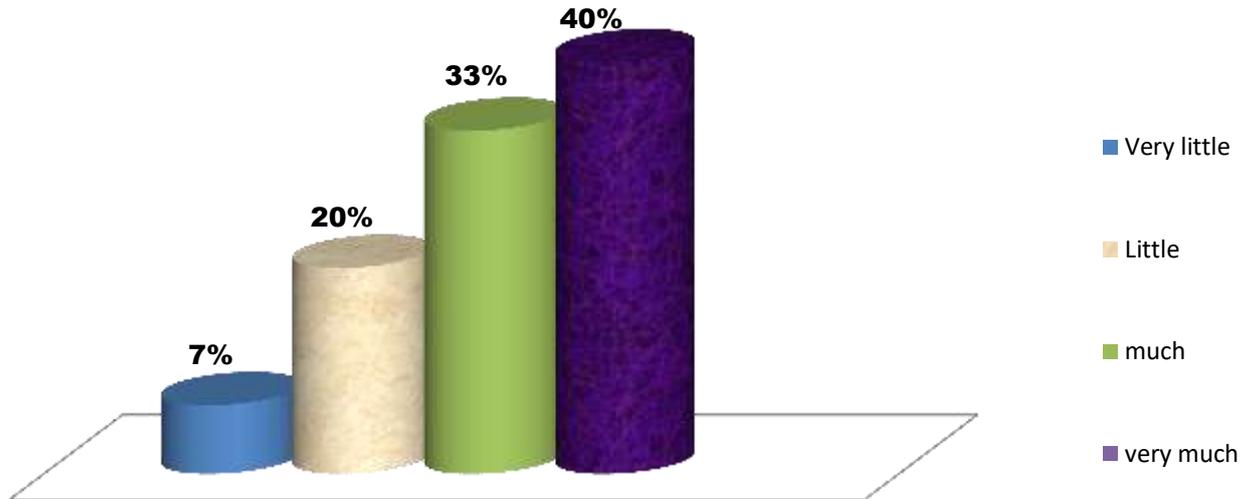


Figure 6: Learning language with culture

This crucial question we have asked the respondents is strongly connected with the previous question. As the results, the previous one showed that the majority of the students did have acceptance of the target cultures (see figure 3). The present strived to discover if the learners do not have any problem with the target culture in their language learning settings. The result is astonishing; nearly 93% claims that they enjoy learning in an intercultural classroom while the remaining 7% or 1 out of the 15 respondents claims that he prefer learning just the language itself (see figure 4).

c. Question 3: “Do you know what does it mean by authentic materials?”

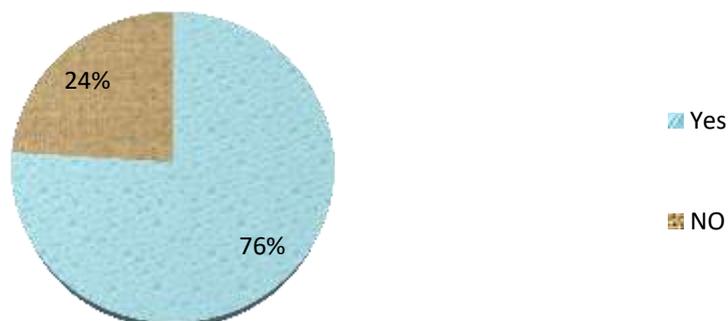


Figure 7: Learners awareness about the Authentic materials

Based on the definition of the authentic materials, this question aimed to figure out if our respondents knew actually what do we mean by these kinds of materials known as authentic materials. By the result of this question we found out that 76% of the learners claimed to know the meaning of AM while 24% answered that they knew little few about them. Such results show not only that the majority of students have ever encountered materials such as ATM receipts, Street signs, Traffic tickets, Greeting cards, Report cards, TV guides, Food labels, entrance tickets, pamphlets, medical prospects, postcards in an everyday communication but also that the students know that they are important in English language learning classrooms .

d. Question 4: “Do you participate in the classroom activities based on authentic materials?”

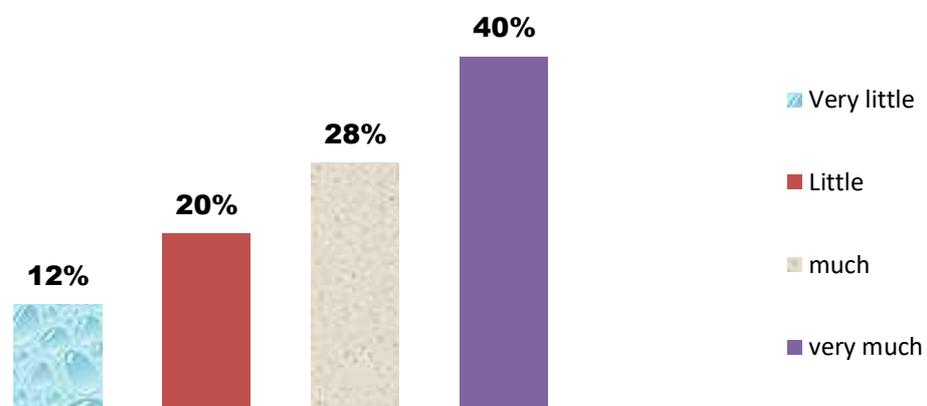


Figure 8: Learners participation in the class with authentic materials

The aim of this question was to discover if or to what extent our respondents are able to participate significantly in the classroom activities, especially when the authentic materials are used by the teachers. In connection with their English studies the author refers to any kind of English lessons activities which can be helpful to the learners in the classroom for instance at listening, reading, speaking and writing levels. Out of 15 respondents, 40% students chose the answer “very much” which means that they participate largely in the classroom activities by the use of authentic materials, 28% answered “much”; followed by 20% who moreover ticked in the column of “little”; Only 12% of the respondents said to participate “very little” in the classroom when teachers come with activities based on authentic materials. In others words; approximately 88% of our respondents see their motivation increased with the authentic materials. (See the figure 6)

- e. Question 5: “Are the authentic materials helpful to you to develop your four language skills?”

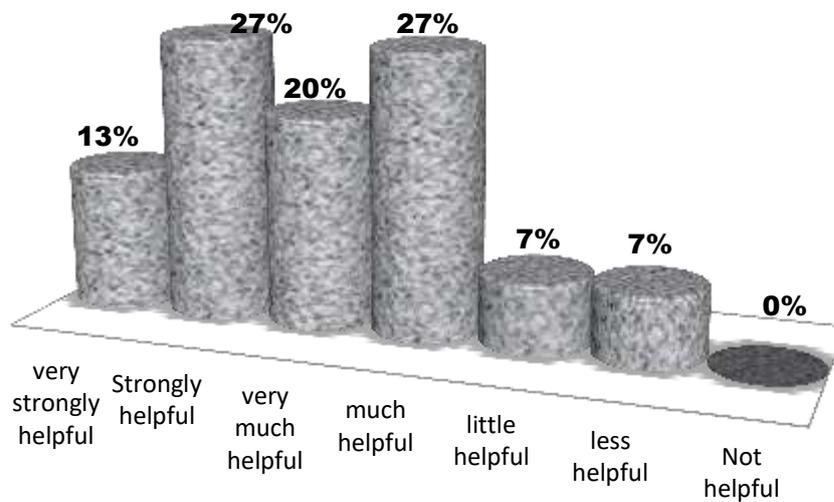


Figure 9: The effects of authentic materials on the learners' language four skills

This question of this part runs: “Are the authentic materials helpful to you to develop your four skills?”. We have chosen this question to discover, if the authentic materials as discussed by many scholars are really to English learners to develop their speaking, reading, listening and writing skills. As stated in the theoretical part above, we previously agreed with Harmer (1994) who says that the authentic materials help learners to produce better language, to acquire the language faster, and to make learners more confident to deal with real life situations. The results show 86% respondents find AM material more helpful to them when it comes to the language skills (see figure 7). Only 14% of the respondents question the effect of AMs on their language Skills.

- f. Question 6: “Can we use authentic materials for English language learners at all levels?”

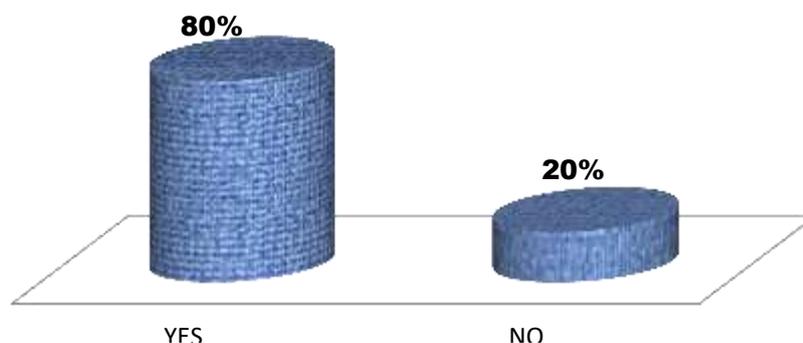


Figure 10: Using authentic materials at all levels

In regard of the limitless debate about the advantages and the disadvantages of the use of authentic materials, we asked the learners this question to indirectly know their opinions about the use of these kinds of materials in any English learning classroom regardless the purposes for what English is being learnt.

As the scholars did discuss the subject, our respondents don't share the opinion that the authentic materials could be used at every level in English classroom. 80% of the students believe that it is possible to use authentic materials for every English learner.

g. Question 7: "Do you enjoy learning with the authentic materials?"

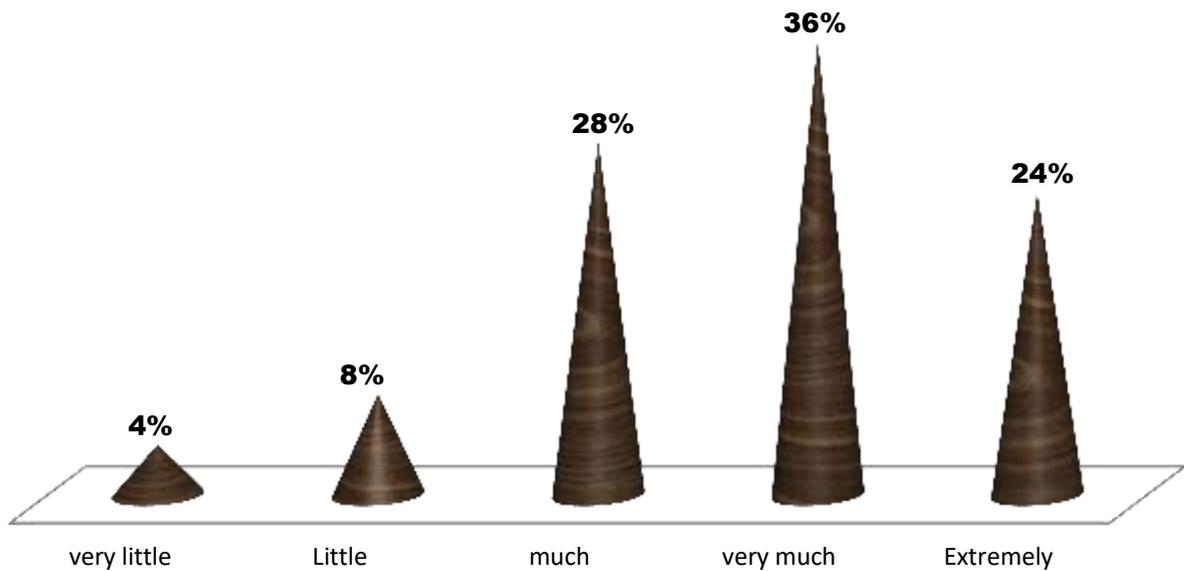


Figure 11: Learning with authentic materials

As illustrated by the graph above, the majority of our research respondents claim to enjoy learning with the authentic materials. This result is not however surprising for someone who knows the extreme advantages of these kinds of materials on any foreign language learner; especially those who learn English language. 36% of the respondents answered that they enjoy very much learning with authentic materials. While 28% have chosen the "much" the remaining large number 24% claim to find authentic materials "extremely" enjoyable. The fewest number are 4% for the option "very little" and 8% for the remaining option.

1.3. Teachers' interviews findings:

a. Gender

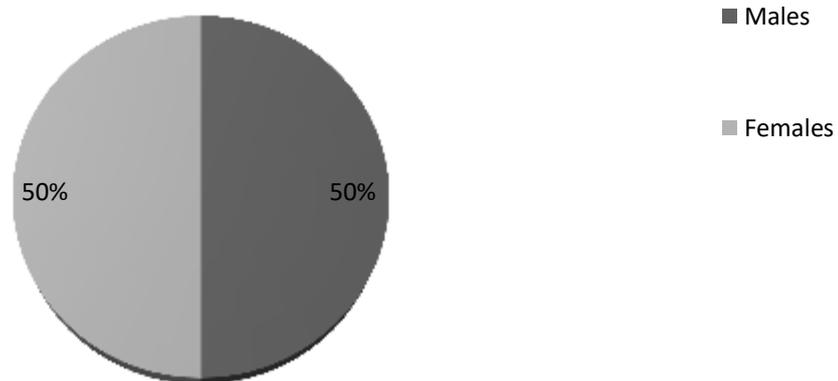


Figure 12: Teachers' Gender

Since the chamber of commerce is not a university but an industrial and commercial public establishment under the authority of the Algerian ministry of commerce which provides professionals training of all categories to enterprises' staff and to students who specifically need given personal skill; we have got the opportunity to meet just two English language teachers there. As illustrated by the graph above, they were a male and a female.

b. Question 1: "What English degree do you hold?"

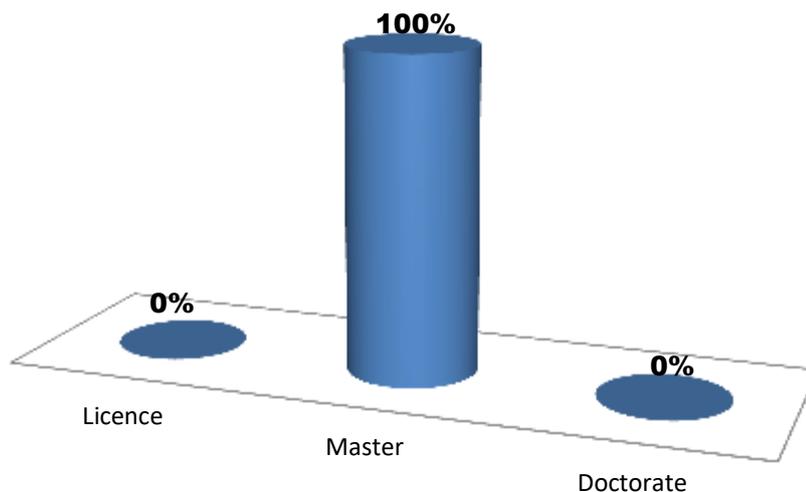


Figure 13: Teachers' English degree

As you can observe (see figure 11) the teacher we have met during our study claimed to be holders all of them a master degree in English.

c. Question 2: “Do you consider nowadays English language as the lingua franca in this globalized world”?

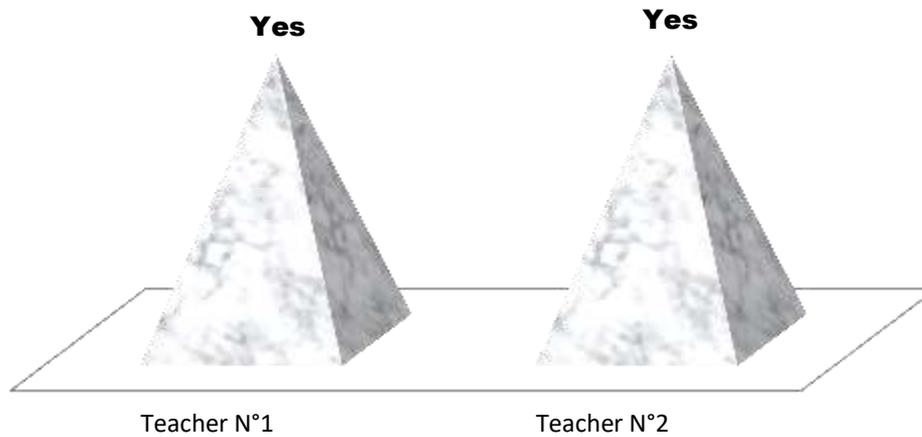


Figure 14: English status as lingua franca

Our interviewees seemed to agree with the book “*Understanding English as a Lingua Franca*”, of Barbara Seidelhofer (2011, p. 4), through which she explains at two levels the status of English as the world’s today lingua Franca (see page 2).

d. Question 3: “Do you give importance to the English culture in your classroom”?

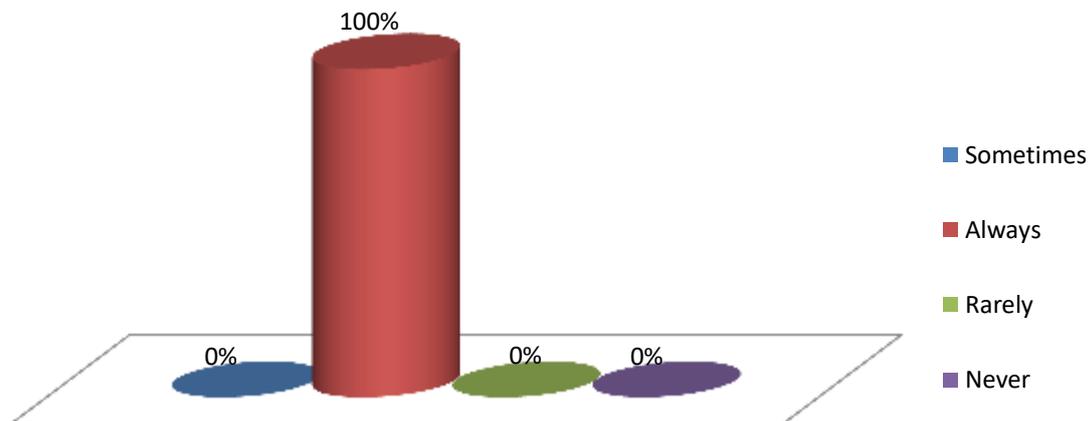


Figure 15: Importance of English culture

This result above reveals all of our two interviewees have awareness of the power of the English culture. Their responses unveil their willingness to enrich their learners with maximum of knowledge about the English. As you can observe (see figure 13), the question we asked to them was made of multiple choices; both of them answered with the “Always”.

e. Question 4: “Do you use the authentic materials while teaching English?”

As in the previous question the two teachers answered to be using the kinds of materials in their English classes.

f. Question 5: “What are the sources of your authentic materials?”

Table 3: The sources of teachers’ authentic materials

Sources of material	Percentage	
	Teacher N°1	Teacher N°2
Textbook	15%	17%
Internet	60%	74%
TV	21%	9%
Radio	0%	0%
Realia	4%	0%

By this question as you can see in the table above; the teacher N°1 let us know that 60% of his authentic materials are from the internet (*websites, blogs, you tube, social media etc.*), just 15% from textbook, 21% from the TV, 4% from the realia and 0% from the Radio.

On the other hand; the teacher N°2 reveals that 74% of hers are from the internet (*websites, blogs, you tube, social media etc.*), 17% from the English textbooks, 9% from TV, 0% from Radio and Realia.

g. Question 6: “It is easy to find suitable authentic materials!”

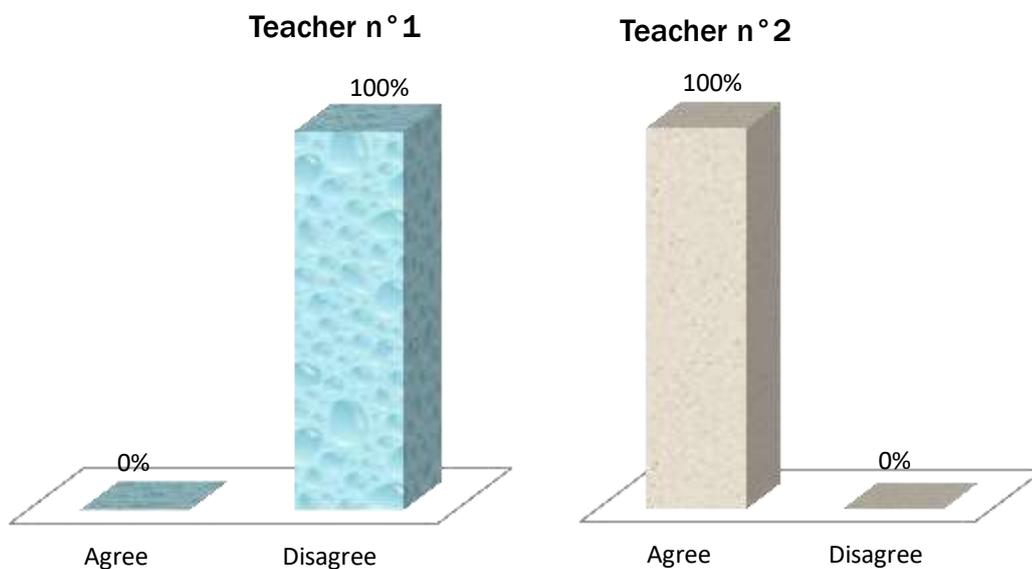


Figure 16: Criteria to incorporate authentic materials.

As illustrated by the graph above; teachers were divided when we tried to confirm that it is not a tremendous task for English language teachers to find suitable authentic materials accordingly to their learners needs.

The Teacher N°1 disagreed about the idea and has argued that to find these kinds of materials, language teachers must devote a considerable moment searching them. Besides; he believed that finding suitable authentic materials which suit learners' level is hard.

The second teacher agreed with us, simply believes that there are lots of suitable authentic materials available everywhere on the internet for everyone regardless his or her needs.

h. Question7: “What are the authentic materials activities based on the four skills do you prefer for your learners?”

Table 4: The activities for enhancing the skills

Activities	Skills	Percentage	
		Teacher N°1	Teacher N°2
Group's discussion	Speaking	18%	15%
Repetition after the teacher		34%	42%
Games		27%	30%
Role plays		21%	13%
Audios and videos listening sessions	Listening	43%	50%
Vocabulary based games		57%	50%
Reading passages	Reading	82%	100%
Reading games		18%	0%
Paragraphs writing	Writing	47%	73%
Story writing		10%	10%
Letters writing		43%	17%

As displayed in the table4 above, both of the teachers reveal that, they have preference when it comes to match activities based of the language skills for their learners. For instance, the teacher N°1 prefers giving at 82% the reading passages and at 18% the reading games to the learners while her mate prefers at 100% spending a reading lecture on reading passages.

i. Question 8: “How to you evaluate the effectiveness of your authentic materials before presenting them to the learners?”

▪ Teacher N°1:

She reveals when choosing the authentic materials “*bearing in mind the learners’ level of English to be sure that these materials will be effectives and also be appropriate in context*”. She mentions “*I take into consideration the purposes for what these materials were produced for in the real world*”.

▪ Teacher N°2:

As the case of the first teacher, he said to give priority to the learners’ levels of English but additionally takes into consideration the environment in which the English studies are going on. He adds “*finding appropriate authentic materials which meets learners’ needs and motivate them is difficult, so I make sure always that my materials will motivate my learners and increase their participation in the classroom*”.

j. Question 9: “What are the difficulties do you meet when matching the authentic materials?”

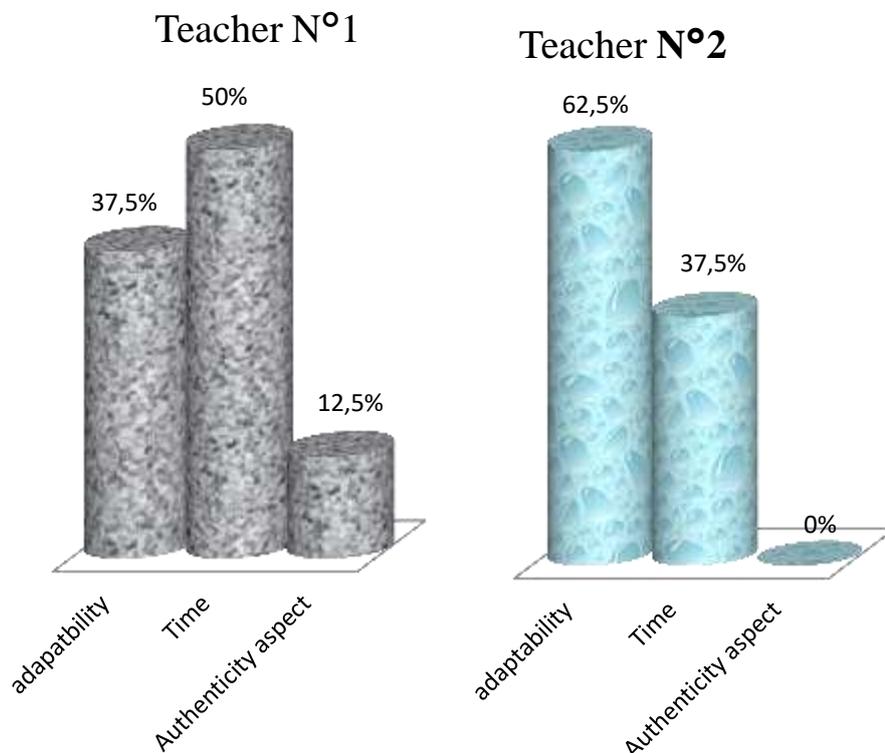


Figure 17: authentic materials selection difficulties

As we displayed in the figure15, matching authentic materials is not an easy task; we set some difficulties language teachers are probably to face when they match these materials.

The results above show that the difficulties of AMs may vary from one teacher to another. In the graph, the teacher n°1 mentions that the first difficulty to face is the “Time” she spends matching the materials, the second aspect goes to “the adaptability” of the materials, and the last regards the notion of “authenticity”. She mentions *“one of the problems of authentic materials for me is that I need all the time to be sure that my materials selected are really authentic”*.

On contrast to the first interviewee, the second one claims that having the appropriate authentic materials for his learners is the first difficulty he faces; this is followed by the notion of “Time” according to him. Finally, he believes that he doesn’t have any problem with the aspect of materials authenticity.

k. Question 10: “How do you use your authentic materials?”

▪ Interviewee1:

“As an example for the reading activities, I prefer firstly to give each learner the material with a handout of questions, after that I explain to them the material and I try at the same time to assist every one while the learners are working on the assignment”.

She adds that once the allowed time to the learners is done, she provides them a lesson about the context of the material.

▪ Interviewee2:

Unlike the first one, the second interviewee points out that he uses her materials accordingly to the activities based on the language skill that he is teaching. He tells *“for instance, if you ask me how I use my speaking authentic materials, I will simply tell you that I do so through games such as role plays, singing etc.”*

- Question11: “How to you evaluate the effectiveness of your materials on the learners after your lectures?”

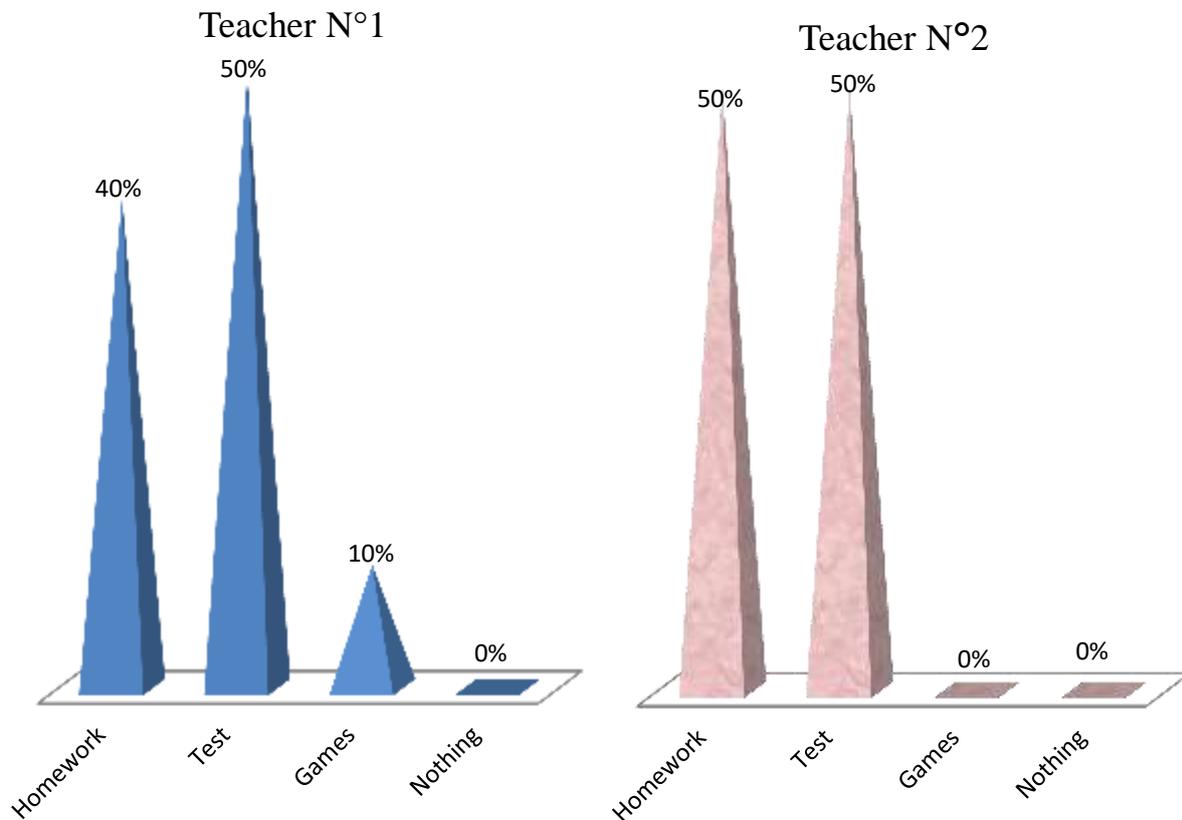


Figure18: Evaluation of the learners

As illustrated in the figure16 above, the final question we have asked to our two interviewees was how they evaluate the effectiveness of the authentic materials on their learners after the lectures. So, the two most techniques they both use are: The homework and the Test.

The first teacher, she mentions “*after a lovely lecture, I am always delighted to check the effectiveness of my material through a simple test or homework; by preference I chose the Test option most of the time*”. She adds that “*I sometimes do play games but rarely*”.

The second teacher reveals that he evaluates fifty-fifty between the tests and homework. He tells us “*mixing the test with the homework after the lectures are for me best techniques to evaluate my learners*”.

RECOMMENDATIONS:

Based on the data analysis and discussions, the research findings and the conclusion drawn, and taking into consideration the following aspects:

- The status of English as lingua franca
- The importance of the English culture for the EFL learners;
- The interculturality issues for EFL learners
- The great advantages of the authentic materials the EFL teachers and learners;

We recommend by this study:

- a. The cultural aspect (especially little “c” culture) to be included as a prevailing part of the English foreign language lectures.
- b. The authentic materials to be used in EFL learning classroom to motivate learners and increase their participation in the learning process.
- c. The English language teacher should adopt effective teaching methods while using the authentic materials in order to meet learners’ expectations.
- d. EFL curriculum designers should give importance to both culture and linguistic teaching.
- e. The English learners are demanded to learn English beyond the linguistic competence.

CONCLUSION

To conclude the practical part, we can assert that teaching English with authentic materials not only help learners to develop their language but additionally expose them to the real situations in which language will be used. As a final chapter to our dissertation, we have interpreted and presented the findings found from the respondents and the teachers during our study. In this chapter tables and figures were mostly used to clearly bring illustrate and interpret the results. These results unveil undoubtedly that the importance of using materials for EFL is vital. As you can observe in the graphs and tables (chapter 3) the students and teachers confirm that these kinds of materials must be included in the classroom so that both of the sides could benefit from the learning and teaching experiences. Furthermore, and examined the research methods and procedures utilized in this study including the study design, participants; instrumentation and collected data then we have analyzed the questionnaire and interpreted it.

GENERAL CONCLUSION:

This dissertation encompasses three chapters to explore the use of authentic materials to facilitate the development of the English four skills.

In the dissertation, we have had firstly to discuss the theoretical part in which we introduced the position of English as lingua Franca in this globalized world where needless to say that this language is needed in every domain. Additionally, we tackled the approach of English as a foreign language through which the approach English as specific purposes (ESP) and its subfield English as academic purposes (EAP) was also shortly introduced. To close the literature review we explained highly the concept authenticity.

The second chapter was about the practical part, in which we have conducted a research at the chamber of commerce of Mostaganem that strived to find out how the authentic materials are used there by the English teachers and how their materials help their learners to develop their speaking, reading, listening and writing skills. The questionnaire and the interview we distributed to the teachers and the participants we purposed to know at what extend they are aware of the importance of English language learning in general; and particularly alongside the English culture.

The last chapter was about the result findings in which we clearly interpreted. The findings and the results have revealed to us that our respondents and interviewees are aware of the importance of the authentic materials and the English culture in EFL classroom. Moreover we found out that authentic materials are source of motivation and participation in the classroom activities for students if they are selected according to their level and needs.

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Appendices

Dear Sir and Madam

My name is KONE Fousseni, student in master II in Language and communication at English department at the University of Abdelhamid Ibn Badis of Mostaganem. I am carrying out this study as my final Master II dissertation. It aims at finding out the influence of the authentic materials on EFL students' four language skills. This questionnaire will help us to understand your satisfactions and your expectations from the use of authentic materials in EFL classroom.

We would be grateful if you accept to answer the following questions. The survey results will be analyzed and be included as a part of my memoire.

NB: Please to consider that it is an academic survey!

I. Part one: Learners' Background:

1. What is your nationality?

.....

2. How old are you?

.....

3. What' your gender?

.....

4. How long have you been studying English?

a. 1 month

b. 3 months

c. 5months

d. A year

5. What do you study English for?

a. Work

b. Study

c. Travel

d. Another

2. Part two: Students' attitudes towards authentic materials:

1. As an English language learner; do you think native English speaking culture is important in the process of English learning?

Yes

No

Explain.....
.....
.....

2. Do you appreciate your teachers including the cultural aspect in the classroom?

a. Very little

b. Little

c. Much

d. Very much

3. Do you know what does it mean by authentic materials?

Yes

No

4. Do you participate in the classroom activities based on authentic materials?

Very little

Little

Much

Very much

5. Are the authentic materials helpful to you to develop your four language skills”?

a. Very strongly helpful

b. Strongly helpful

c. Very few helpful

d. Few helpful

e. Less helpful

f. Not helpful

6. Can we use authentic materials for English language learners at all levels?

Yes

No

7. Do you enjoy learning with the authentic materials?"

a. Very little

b. Little

c. Much

d. Very much

e. Extremely

3. Part three Teacher interviews questions:

10. What English degree do you hold?

11. How long have you been teaching English?

12. Do you consider nowadays English language as the lingua franca in this globalized world?

13. Do you give importance to the English culture in your classroom?

14. Do you use the authentic materials while teaching English?

15. What are the sources of your authentic materials?

16. It is easy to find suitable authentic materials!

17. What are the authentic materials activities based on the four skills do you prefer for your learners?

18. How to you evaluate the effectiveness of your authentic materials before presenting them to the learners?

19. What are the difficulties do you meet when matching the authentic materials?

20. How do you use your authentic materials?

21. How to you evaluate the effectiveness of your materials on the learners after your lectures?