Developing Students' Oral Performances through the Use of Authentic Materials

The Case of Second Year LMD Students of English at Batna-2 University

Thesis submitted in partial fulfillment of the requirement for the degree of LMD doctorate in Applied Linguistics

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Dedication

T o my dear parents

To Adel, my husband

To my lovely daughters, Ratil Nour Al-Amal and Assil

To my sister and brothers, Noura, Fouez and Mahdi

To my aunts and uncles

Acknowledgments

Words stand mute to express all my sincere gratitude and thanks to my supervisor, Prof. Ghouar Amor without the patience, motivation, immense knowledge, insightful remarks, thoughtful guidance, continuous support and precious help of whom this work would never have been accomplished.

Abstract

The main objective of this research is to investigate one of the most crucial debatable issues in the field of English language teaching and learning. The core of this present study is to probe the effectiveness of integrating non-teaching authentic materials in oral classes to promote students' oral performances with second year LMD students of English at the University of Batna-2. In order to collect the data required for the study aiming to build reliable results along the different phases of the research, we used a combination of two methods being experimental and descriptive. By doing so, we could confirm the hypothesis which tended to check the effectiveness of exposing students to different types of authentic materials which may enhance their oral performances. The main important findings revealed at the end of the investigation is that the exposure to authentic materials while are not teaching tools during oral/aural classes lead to a good mastery of oral proficiency and increase students' oral performances as they become more aware of the authentic native use of the oral language and acquire more correct usage of language in its real life situations. Thus, teachers are highly recommended to exploit these materials during the oral expression modules to promote their students' oral proficiency.

Key words: oral performance, authentic material, exposure, foreign language.

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Chapter One: Introduction

Introduction

Students learn English as a foreign language and they wish to become more fluent, accurate using a sophisticated structures and vocabulary. All learners and teachers look for the myriad ways that contribute to the second language proficiency. Most of researchers have argued about the benefits of the integration of authentic materials, as one of the most important effective tools, in teaching foreign language and learning processes as Kelly and Kelly & Offner& Vorland (2002); and Peacock (1997), Clarke (1989), Philips and Shetlesworth (1978) as cited in Richards (2001) who claimed that such texts; that are preferable over contrived materials, have positive effects on learners 'motivation and foster their authentic cultural information through real language presentation. They motivate learners to actively participate in language learning. According to Pawlak and Klimczak (2015), "oral interaction has long been considered as an important element in the field of second language acquisition and it has been widely agreed that the students' speaking skills develop best in an authentic situation that involves negotiation of meaning" (p.190). Such materials are a rich source for language input that helps learners to foster their communicative abilities through the exposure to the real language in its natural use they need to interact with outside the classroom. With the high spread of available technological devices and Internet, teachers can select easily the suitable authentic materials for their classes. The use of these effective ways for transmitting knowledge helps learners to foster specially their oral skills better than through the traditional text-books that hinder teacher-student interactions. They are also contributed to increase students' motivations and engagements to interact using the target language in authentic real life contexts. Furthermore, the use of these materials creates authentic setting for learners to speak and communicate using the language instead of receiving rules and instructions to learn.

Pawlak and Klimezak (2015) believed that pursuing authentic communicative goals allows foreign language learners to enhance their communicative skills. On this basis, teachers must select the appropriate authentic materials to integrate during the class to ensure that their lessons run smoothly and their learner's needs and interest are met for performing better orally.

1.1. Background of the Study

During my own experience as a student in the English department at Batna-2 University, I realized that most of oral expression teachers are new or post-graduate students with a lack of experience. As will be seen later, this opinion is shared by a number of former students who expressed this issue in a pilot study. Their reactions were to a far extent similar to what I had already perceived. Therefore, during class, they just make students speak what they want and let them prepare topics to present to the whole class. Following this way students tend to listen to the other classmates when speaking with a lot of mistakes or to the ones who rely on rote learning to present their topics. This could not foster their oral skills simply because of the lack of authentic atmosphere that establishes a conversational environment. So, teachers may benefit from the up-dated authentic materials that enrich students' linguistic and communicative competences, and vitalize learning with zeal and enthusiasm. Making students confronted with the authentic materials in class leads them to be familiar with a real use of the target language, and to experience the target language in its natural situations rather than learning and repeating other students' mistakes. Therefore, the present study deals with the ways in which students may foster their oral performance through an integration of authentic materials as language inputs.

Among the available literatures, only few research' works seem to fit our purpose. The majority of works conducted in that respect deal more with enhancing students'

motivation, writing, reading and listening skills, which is not of our paramount concern in this study.

Kilickaya (2004) pinpointed in an article entitled «authentic materials and cultural content in EFL classrooms" the relationship between culture and the use of language focusing on the authentic materials' role in renewing students' interest and motivation not only to enhance their oral proficiency but understanding culture too. Harmer (1991) also focused on the importance of these materials to develop both listening and reading skills. On the other hand, there are some works which confirmed that integrating authentic materials is beneficial and has a great effect on promoting reading comprehension through consolidating students' linguistic competences with different new words and expressions. Moreover, a myriad of PHD studies were concerned with the use of authentic materials issue in different contexts as Peacock (1997) who urged the use of such materials to increase students' motivation to interact using the target language in different contexts. Hellalet (2014) advocated that the development of learners' writing styles and proficiency in the target language was through the exposure to authentic texts during classes. Shanhan (1997) also mentioned a connection between the use of authentic materials and cultural contents which motivate students and lead them feel they are capable of performing better orally using real native language. Furthermore, Xiaomei Yang' document (2010), entitled "How to achieve authentic context in classroom oral English teaching", illustrated that learners practiced and interacted using the target language to foster their capacities to produce an oral conversational atmosphere. Findings will be beneficial for further research in the field.

1.2. Statement of the Problem

A myriad of studies have been conducted and researchers were eager to identify the best ways and methods that might help students to foster their oral skills (Bacon and Finneman, 1990; Miller, 2005; Otte, 2006; Thanajaro, 2000 as cited in Akbari and Razarvi, 2016). Most of them have resorted to the use of authentic materials as effective tools to enhance students' oral performance. During classes, teachers' integration of these materials helps learners to develop their oral proficiency and manages a good speaking. The corporation of the authentic materials is one of the best and suitable tools to develop students' speaking performance and the conversational environment, and lead them to interact using the target language even after the end of the class. According to Harmer (1991), authentic texts are the materials which are produced by natives and push students to experience the target language in real life situations and, hence, perform better orally and engage in the learning process. Hitherto, the speaking skill is taught at all levels using the old-fashioned methods with the few exceptions, therefore, this engenders boredom within students who are eager to experiment new ideas. So, authentic materials help them to increase their motivation and interest with minimizing boredom during classes and lead to foster their oral abilities to communicate effectively using the target language with a well understanding of speech contextualization. So, the main concern of this research is to investigate how does the use of authentic materials foster students' oral skills and proficiency? That is, how the authentic materials would be implemented so that students' oral performances would be enhanced.

Taking into a consideration the problematic already mentioned, it is worthy to ask the following questions:

1- In what ways does the exposure to authentic materials during oral/aural classes lead to a good mastery of oral proficiency and increase students' oral performances?

2- To what extent can authentic materials while are not teaching tool can be exploited in promoting students' oral proficiency?

3- On which criteria the selection of authentic materials should be made to enhance the teaching/learning of oral skills?

1.3. Hypotheses

Our research is based on three hypotheses that will be tested during the whole process of our investigation.

1. Exposing second year LMD students at the English department -Batna University-to authentic audio-visual aids may enhance and strengthen their oral proficiency. We believe that if this is appropriately conducted, students will become more aware of the authentic native use of the oral language and acquire more correct usage of language in its real life situations.

2. Students' oral performance may be enhanced when they are involved in authentic role play. This meaningful integration in the target language strengthens their speaking skill by creating a motivating positive atmosphere

3. Through a comparison to native speakers, students may guage their own recording and self assess their own performances.

1.4. Research Objectives

The main aim of this research is intended to probe the effectiveness of using (AM) to promote students' oral proficiency. We also aim to achieve the following objectives:

1. To check the cause/effect relationship between the use of authentic materials and the development of students oral performances.

2. To show the advantages of integrating the authentic materials to enhance students' oral performances.

3. To examine whether and to what extent the exposure of authentic materials increases students' engagements and achievements level in oral performances.

To suggest some recommendations concerning the use of authentic materials in oral expression courses to enhance students' oral performances

1.5. Structure of the Thesis

This thesis consists of five chapters.

The first chapter presents an introduction of the research while the second reviews related literature studies about the subject and mentions it in two sections. The initial section is devoted to the main overview about the speaking skill and its major aspects while the second one presents authentic materials and authenticity in a classroom and it comprises four sub-sections. The first indicates an overview of authenticity while the second focuses on the different audiovisual aids. The third describes role-play technique while the subsequent one deals with self-assessment method. The third chapter describes the methods used in conducting the research while the fourth presents the field work results and a detailed description analysis. It is also divided into five sections. The first displays the result of the experiments done to check the effectiveness of the three already stated independent variables. The second analyses students' self-assessment speaking checklist and students' self assessment responses. The fourth presents teacher's observation checklist while the fifth deals with students and teachers' responses of the questionnaires. The last fifth chapter ends with a discussion, a general conclusion and a following list of recommendations for future research and a complete list of references and appendices.

1.6. The Significance of the Study

Integrating authentic materials in developing student's oral performances is an important and significant study because it increases both teachers and students' motivation and awareness to use different authentic materials in the teaching and learning processes. It also makes teachers think critically about, consider, and change their traditional teaching methods and inadequate materials as it pushes them to adopt and rely on different up-dated techniques and authentic materials so that students enhance their productive oral skills. This is because students who are confronted with authentic materials become orally proficient compared to those who are taught using the traditional old-fashioned way of teaching. Using such tools in classrooms is efficient and valuable in improving student's oral performances, raising motivation and their interactive and communicative skills.

Chapter Two: Literature Overview

2.1. Oral Performance

Introduction

Nowadays, the need to communicate using English language becomes a central purpose for all the people around the world as reported in the lines of Lazaraton (2001), " For most people, the ability to speak a language is synonymous with knowing that language since speech is the most basic means of human communication" (p.103). Thus, the oral performance has been a major focus of language teaching and learning. The speaking skill, which is one of the four skills in learning a foreign language besides listening, writing, and reading, is of an enormous importance for learners of any language, and many if not most of them interested just in learning how to speak and perform better orally as stated be Richards (2008, p. 19) "The mastery of speaking skill in English is a priority for many second language learners" , and learners besides that often assess their success to language learning based on the improvement of their speaking proficiency. However, in recent years, the nature of speaking and the methods used in teaching this skill have undergone to a paramount changes and witnesses a central shift from the textbook contrived classrooms to learner-centered ones. Besides that, both researchers and language practitioners focus on the way teachers should teach this sensitive skill since if students do not learn how to speak or do not get opportunities to interact and speak in the target language, they will soon get frustrated and lose their interest in learning. They also draw their attention to appropriate classroom context that should be a place where the oral language use is supported by the different authentic materials and the designation of appropriate speaking tasks that enable learners to make connections between the speaking classroom context and the real world outside since they have to try to speak the foreign language in the way the native speakers do. That is, it is very important to teach learners the target language in different situations to enable them to know whether the situation they encounter is formal or informal and the

language they should use in this case is standard or non standard so that they will be able to communicate effectively. Learners not only know how to produce specific language components as grammar and vocabulary, but they should understand the context where, when, and what to say in a specific situation.

In this chapter, we will shed light on one of the micro productive skills which is speaking. We will present a literature overview of learners' oral performances and its different components, characteristics, styles, functions, the various activities used to teach speaking, and the factors affecting learners' oral performances etc

2.1.1. The Definition of Oral Performance

Oral performance or speaking is one of the most important crucial four skills in learning a foreign language. Despite its importance, it has been undervalued and just in recent two decades it wins its place as an independent teaching and learning branch (Bygate, 1987). It is very often considered as the first skill that almost foreign language learners aim to master. Many researchers have pointed out that oral language is the foundation of all language learning. Oxford Pocket Dictionary of Current English 2009 has defined speaking as," the action of conveying information or expressing one/s thoughts and feelings in spoken language". The same is expressed by the TKT course (the teaching knowledge test course) which has considered speaking as a productive skill, like writing, which involves using speech to express meanings to other people. Byrne (1986) has claimed that oral communication is a complex process as it involves the interaction of both productive (speaking) and receptive (listening) skills. That is, the speaker needs to encode in effective way the message willing to transmit; and the listener has to decode that idea. According to Bygate (1987), this skill is a matter which needs special attention and must be taken into considerations as much as the other skills because it plays a major role in improving students' oral competencies. He has claimed

that: "speaking is the vehicle par excellence of social solidarity, of social ranking, of professional advancement and of business. It is the medium through which much language is learnt, and which for many is particularly conductive for learning. Perhaps, then, the teaching of speaking merits more thought" (p. 1). That is, people are most frequently judged through their ways of speaking and to speak does not mean merely uttering a chain of words with a correct pronunciation, but the good speaker is the one who provided the well manages to convey the idea existed in his mind and make the listeners comprehend what he is saying. Hedge (2000, 261) also has asserted that oral performance is "a skill by which they (people) are judged while first impressions are being formed". Bygate (1987) has thought that achieving a communicative purpose through speaking is determined by the existence of two aspects that are the language knowledge and the skill in using that knowledge. For him, it is not enough to possess an amount of knowledge but the good speaker must be capable in using this knowledge in different situations and circumstances. He further has believed that this ability requires two kinds of skills that are production skills and interaction ones (p. 14): The tow skills help learners to sound more naturally as foreign language speakers. He has explained them as follows:

2.1.1.1. Production skills

Bygate has listed a set of facilitations and compensations strategies that good speakers can naturally use to facilitate their invention of speech:

2.1.1.1.1. Facilitations. Those are devices which facilitate and help them to achieve the oral production more easily as: simplifying structures, ellipsis, formulaic expressions, using fillers, and hesitations devices.

2.1.1.1.2. Compensations. Those are devices which help speakers to correct what they already said, change and replace words using other ones as: substitution, rephrasing, reformulating, self-correction, repetition, and hesitations.

2.1.1.2. Interaction skills

Bygate has indicated that all good speakers should possess successful interactive skills that enable both speakers and listeners to understand each other. Good speakers are the ones who succeed in conveying well structured messages and make the audience understand what they said. The author explains that "interaction skills involve making decisions about communications, such as: what to say, how to say it and whether to develop it" (p. 6). This successful communications depend on both routines and negotiations skills

2.1.1.2.1. Routines. They represent all the typical patterns in which language speakers organize what they are willing to convey including both information and interaction routines.

2.1.1.2.2. Negotiations. These skills serve as means to solve communication problems between both speakers and listeners through using two main aspects that are management of interaction and negotiation of meaning.

The author has believed in his theory of speaking that oral performance is a complex skill to learn since it involves cooperation of both different types of knowledge about the target language and its natives within a good command of other certain skills.

This has been argued by Florez (1999) as expressed by Akinnwole Olakunle (2015) who stated that oral performance should merit our attention since it performs both social and intellectual functions in which learners are assisted to adjust to ideas which are reformulated to facilitate understanding. Richards (2008) further has posited that speaking a language enables students to interact and possess real language knowledge

that natives have in real life. According to Akinwole Olakunle (2015), speaking is a

vital component of English which provides basis for increasing both learners' reading

writing abilities. It requires activities prior to- during and after the speaking act in which

the learner makes connections between what he already knows and what he is actually

learning. The later claims that oral performance focuses on the production and

dramatization of speech including the learning of vocal skills for a free and articulate

delivery

From the above definitions of oral performance or speaking, we can say that this

complex skill is of great importance and deserves much more attention as a teaching

and learning branch as it enables learners to perform the target language, report acts and

ideas with communicating vocally with others using connections between what they

have learnt and what they already know. It is also a process of both transferring and

receiving messages throughout the use of spoken utterances with non-verbal symbols as

gestures.

2.1.2. Speaking and Writing Differences

Writing and speaking languages differ in many ways. Van Lier (1995) is one of

the researchers who summarized the differences between the two languages (spoken and

written ones) as follows:

Table 1

The Differences between the Writing and Spoken languages (Van Lier, 1995, p. 88, adapted from Halliday, 1989)

The Spoken Language	The Written Language
Auditory	*Visual*
Temporary; immediate reception	*Permanent, delayed reception*
Prosody (intonation, stress, rhythm)	*Punctuation*
immediate feedback	*Delayed or no feedback*
a variety of attention and boundary signals (including kinesic ones)	*Attention, boundaries, pointers, etc, limited to verbal devices*
planning and editing limited by channels	*Unlimited planning, editing, revision*
lexically spare	*Lexically danse*
grammatically dense	*Grammatically simple*

Brown (2001, 303) also has shared the same opinion and mentions the following contrasts between the two languages.

2.1.2.1. Permanence

The spoken language is ephemeral since it disappears as the speaker finishes his/her speech. It is also temporary and its reception by the listener is usually immediate while the written one is enduring and permanent as it lasts forever. Its reception by the learner occurs after the text was written and the one can read what was written even centimes ago.

2.1.2.2. Orthography

The spoken language consists of phonemes, stress, rhythm, intonation and nonverbal cues and meaning is conveyed through the supra-segmental features.

However, in the written one, we can find just graphemes as punctuation marks, type fonts, charts, and information is conveyed in writing.

2.1.2.3. Vocabulary

In the spoken language, speakers use simple items and lexis because they are easy to convey meanings and easy to comprehend for the audience. Whereas, writers tend to use complex lexis and difficult style as they have enough time to think and choose the very complicated items that cause ambiguity and lead readers to use the dictionary to understand the meaning.

2.1.2.4. Complexity

Some people think that the written language is more difficult and complicated than the spoken one. But in fact, both of the two are complex and they differ in the degree of that complexity. The spoken language tend to use short sentences with many conjunctions contrary to written one in which writers tend to produce longer subordinating sentences.

Speaking is the first primary skill that happens before the other processes as writing which is the reflection of that speech as expressed in the lines of Widdowson (1971) who pointed that "Spoken language is the primary phenomenon, and writing is only a more or less imperfect reflection of it. We all learn to understand to read and to speak before we learn to write".

2.1.3. The Relationship between the speaking and Listening

Both speaking and listening skills are considered as the most often used skills inside the classroom. Teachers focus on the two aspects as a starting point in language learning especially for the beginners or learners who have low literacy levels. Brown (2001, 275) has pinpointed the natural link and the strong relationship between speaking and listening during classes. He has argued that both of them happen at the same time

since while the teacher speaks or explains, learners tend to listen to him/her; so, listening is always there accompanying the speaking act and a successful speaking relies basically on a successful listening act. The same author has stressed the importance of teaching listening that aims to prepare learners for real life communications since through both listening and speaking , students learn and understand concepts and structures, develop vocabulary, and perform the language orally. .

2.1.4. Elements of Oral Performance

According to Harmer (2003), competent language speakers should be aware of the different spoken language elements that are important for their good oral performances. That is, they should have background knowledge of the different language features and the ability of processing the available information in order to convey a well performed spoken production. Harmer (2001) has introduced the following elements that are necessary for the production of the oral language:

2.1.4.1. Language Features

Harmer has claimed that it is obligatory for fluent speakers to know the following language features that are needed for the spoken production:

2.1.4.1.1. Connected Speech. Language speakers must have the ability to produce more fluent quick connected speech while performing orally rather than using only separated phonemes. They have to possess the same ability to speak rapidly and fluently as the natives do by modifying, adding, and swallowing some sounds through the utilization of assimilation, linking, sound weakness etc.

2.1.4.1.2. Expressive Devices. Fluent speakers should transmit their intended oral messages and convey their meanings effectively as the natives through integrating appropriately the different phonological rules as speed, pitch, and stress with the other physical non verbal (paralinguistic) means. They have to cooperate both aspects to

express effectively what they are willing to say and make their ideas clearer to the audience.

2.1.4.1.3. Lexis and Grammar. Speakers need to vary their lexical and grammar structures using a variety of vocabulary and phrases that enable them to express different language functions while communicating as: expressing surprise (I am surprised, I don't believe it…) , agreeing, disagreeing (I think so, yes of course, I am afraid of ….) etc

2.1.4.1.4. Negotiation Language. Language performers have to express clearly their ideas in a well organized speech to facilitate understanding. They also have to vary their utterances and expressions to interact and ask for clarifications while listening to the others speech. Speakers need to interact effectively with others using a well performed spoken language that easies the interlocutors to comprehend the negotiation.

2.1.4.2. *Mental Social Processing.*

According to Harmer, language speakers need to possess the ability of processing that is necessary for speaking. The following is a list of the main processing skills of the spoken production:

2.1.4.2.1. Language Processing. It refers to the speakers' ability to process the language in their minds before and while speaking with the appropriate selection of language expressions and words existed in the memory for effective communications with others. That is, language processing involves both of the retrieval of words existed in the mind and their appropriate systematic syntactic assembly.

2.1.4.2.2. Interacting with Others. Oral performance is characterized by the notion of   interaction among speakers. Thus, Good language speakers should possess the ability of listening thoroughly to the others while speaking; understand what they say, and then react using the adequate spoken language. That is, speaking performance

involves a good deal of listening, an understanding of others' feelings, and linguistic knowledge to react and take turns or allow others do.

2.1.4.2.3. Information Processing. Effective speakers should be getable to analyze the obtained information on the spot. That is, they should process the data others tell them in their minds rapidly in the moment they get it. They should be ready all the time to analyze others speech, respond to it immediately and take part in the interaction process.

2.1.5. The Characteristics of Oral Performance:

The following five aspects are generally the common criteria recognized in the analysis of speech process:

2.1.5.1. Fluency

In teaching speaking, the principal goal teachers wish to achieve is to make their learners talk the foreign language fluently without hesitations. According to Hedge (2000. 54), the term of fluency is normally reserved for speech production. It is the ability to link speech units together with facility and without constraints, strains, or undue hesitations. Hughes (2002) also has defined fluency as the ability to express oneself intelligibly, reasonably and accurately without too much hesitation; otherwise the communication will fail as listeners will lose their interest and attention. Richards (2006) has defined fluency as a "natural language use occurring when a speaker engages in meaningful interaction and maintains comprehensible and ongoing communication despite limitations in his or her communicative competence" (p. 13). Hughes (2002) further has claimed that while assessing language fluently, learners are not asked to speak fatly using the same rhythm as the natives do, but they have to speak with a normal level of continuity, rate and effort to convey a coherent connected speech. That is, speaking at a normal speed, without hesitation, repetition, and with smooth use of

connected speech. This is also argued by Thornbury (2005) in which she has stressed the importance on taking pause and breath to make others understand and catch what the speakers say. She has pinpointed that speed is an important indicator in language fluency but taking appropriate pausing is significant too because even native speakers need to stop from time to time rather than swallowing letters and items to take breath and make listeners comprehend the message. However, Nunan (1999) believed that students should be able to keep going when speaking spontaneously but they should not use frequent pauses while speaking since some considers it as a signal of low speaking proficiency; thus, Thornbury (2005) has suggested some strategies or tricks as fillers to hide the frequent pauses such as vagueness expressions like "I mean" or "uh" and "um".

 2.1.5.2. Pronunciation

According to Hedge (2000), pronunciation refers to the ability to produce the language intelligibly and accurately. The author has believed that foreign language speakers should be aware of the different sounds' realizations and where they occur in the mouth with their different segmental features. Thus, he has claimed that effective pronunciation should be characterized by a correct individual sounds production, linking words appropriately, using stress and pitch to express meanings, and the acceptance of first language accents and the interference of the of some first language influences providing that communication and meaning are not impeded. This totally agreed by Redmond &Vrchota (2007) who has defined pronunciation as the ability of saying words in ways that are mostly understood and accepted. They also point out that this language aspect is hard for learners to master and use the right word in the right place with a correct pronunciation since it has an overall command of the conversational meaning.

2.1.5.3. Grammar

Grammar is a linguistic category which is generally defined by the range and the appropriate use of syntactic forms and concerned with how the structures of a sentence are put and function together to convey meaning. According to Hughes (2002), grammar is the criterion that concerns with the appropriate use of the subordinate clauses and sentence structure with taking into considerations the number of the grammatical errors that occur during speech and the communication effect of errors. Thornbury (2005) also has claimed that grammatical aspect of a spoken production should be characterized by performance effects as hesitations, false starts, and incompletion; Many question tags; clause is generally the basic unit in speech construction and it is usually co-ordinate with others to transmit the intended meaning; the overuse of ellipsis with starting with the head then the body and finishing with the tail in construction. He further differentiates between the spoken grammar and the written one as follows:

Table 2

The Difference between Spoken Grammar and Written Grammar

Written Grammar	Spoken Grammar
Sentence is the basic unit of construction	Clause is the basic unit of construction
Clauses are often embedded (subordination)	Clauses are usually added (co-ordination)
Subject+verb+object construction	Head+body+tail construction
Reported speech favoured	Direct speech favoured
Precision favoured	Vagueness tolerated
Little ellipsis	A lot of ellipsis
No question tags	Many question tags
No performance effects	Performance effects, including: • Hesitations • Repeats • False starts • Incompletion • Syntactic blends

2.1.5.4. Vocabulary

Vocabulary is one of the aspects of the spoken language that maintains all information about meaning. That is the ability to use appropriate and accurate diction and word selection while speaking. It is defined by Folse (2004) as one of the basic elements of the language that includes all single words, phrases, phrasal verbs, and even idioms. Language speakers should be able to select the appropriate lexis and expressions that fit the speaking context. In other words, learners should put the right word in the right place to convey meaning. Thus, they should study a wide range of items; know their meanings, and their use within context. This is claimed by Harmer (2001) in which he further stressed the focus on the ability to distinguish between lexical words classes as nouns, adjectives, verbs, determiners, etc to transmit appropriately the intended meaning and make the interlocutors understand what is said.

2.1.5.5. Comprehension

Comprehension is one of the important components of the speaking performance since to be able to speak a language means understand it. That is, it refers to the ability to understand the whole message conveyed in a conversation. Learners should not only know how to produce the different language points, but they have to understand when, why, and what type of language should be used in such context.

2.1.6. The Components of Spoken English Language

Speaking performance is very often considered as the fundamental skill that almost foreign language learners aim to master. Thus, they should have a metalinguistic consciousness of the different spoken language components to use them effectively while performing orally the language. It is also necessary for teachers to be aware and understand these elements so that they help their learners to enhance their oral performances. The pyramid in the following page depicts a model proposed by Van Lier

(1995) which classified the linguistic elements involved in speaking process. The

pyramid is composed of the left column that indicates the four areas of linguistic

analysis that teachers must be aware of, and the central speaking units that learners must

understand and master effectively
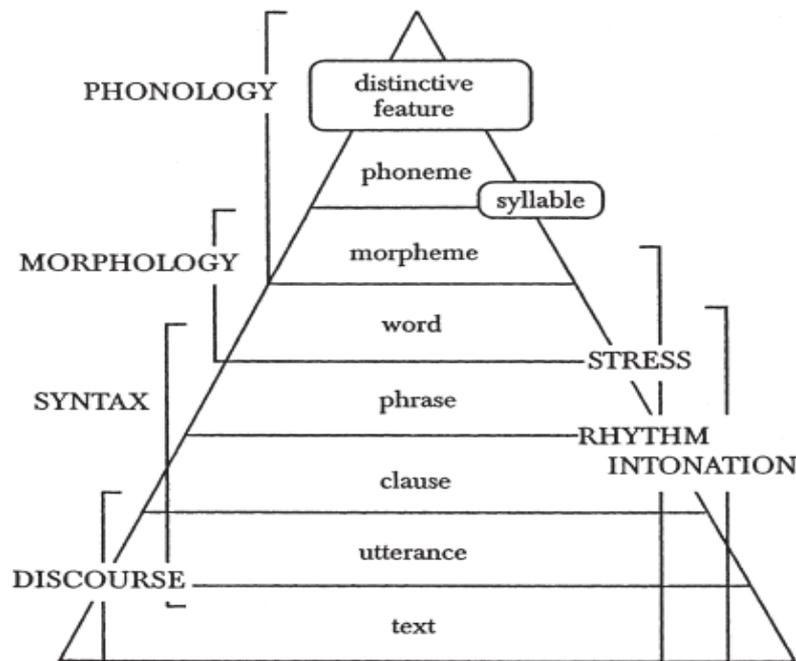
Figure1. Units of the spoken language (Van Lier, 1995, p. 15)

Starting with the bottom of the pyramid where we find the text that can be written

or spoken, however, our focus here is on the spoken discourse. A text refers to

undetermined length of language stretches. It is formed of well smooth arranged

sequences of sentences. This latter is composed of utterances that mean what someone

says. A spoken utterance can be incomplete sentence as in writing. For example, during

a conversation, someone may ask another a question using a full grammatical structure

as "would you like a coffee?" or just say one word that fit the context and convey the

same meaning as the previous structure "coffee?" The following two layers are

concerned with clauses and phrases that usually learners confuse and fail to separate

between the two. They are quite common in spoken language rather than in writing

where they do not often appear alone in formal written language. A clause refers to a

group of words that contain both a subject and a verb marked for tense. It can be independent (full sentence) that can stand and transmit a complete thought alone as "He ate an apple" or dependent that needs to another clause to be completed as "while he was eating…" However, a phrase is a group of words (may be two or more) that function as a unit but without a subject or a verb marked for tense. It can be prepositional as" after the break, while speaking…" or infinitive as "to eat, to get up…" The fifth upper layer is concerned with words that are called free morphemes. They are language units which can occur and stand on its own conveying a complete clear meaning (pen, car…). In contrast, bound morphemes are always linked to words as prefixes and suffixes. The author further believes that it might be problematic for foreign language speakers to use the expected suffixes due to their absence in their native language. The top level of the figure is concerned with the language sound system. A phoneme is a small sound unit that distinguishes meaning being either a consonant as (/p/ or /b/ in the words put and but) or a vowel as (/^/ or /æ/ in the words cut and cat). However, a syllable overlaps both phonemes and morphemes since it can consist of a morpheme or simply one or more phonemes. It can be open (end with a vowel) or close (end with a consonant). Consonants and vowels are segmental phonemes. Sometimes a spoken syllable consists of one phoneme (/o/ in okay), combined sounds (the 2nd syllable of okay), or both free and bound morphemes (disheartened in which has three syllables, four morphemes dis+heart+en+ed, and eight phonemes). The upper layer is concerned with the distinctive features which describe how and where a sound is produced while speaking as the (/p/ and /b/) phonemes that differ in voicing or vibration of vocal cords. Van Lier (1995) has pinpointed that it might be difficult for some language learners (as Arabic language that has not /p/ sound) to master these contrasts and distinctions which contribute to speakers' accent,

and leads to being misunderstood. On the right side of the pyramid, the three labels of

stress, rhythm, and intonation refer to the suprasegmental features that carry meaning

differences "above" the segmental phonemes when speaking.

After explaining the different elements of the spoken language, we can say that a

speaking conversation is a complex process as it involves all the levels to operate

together to convey the intended message effectively. Thus, it is necessary for teachers to

consider thoroughly all the different speaking components in order to help their learners

to improve their oral language proficiency.

2.1.7. Types of Spoken Language

Nunan (1991, as cited in Brown, 2001) suggests a typology of the spoken

language as illustrated in the following figure:
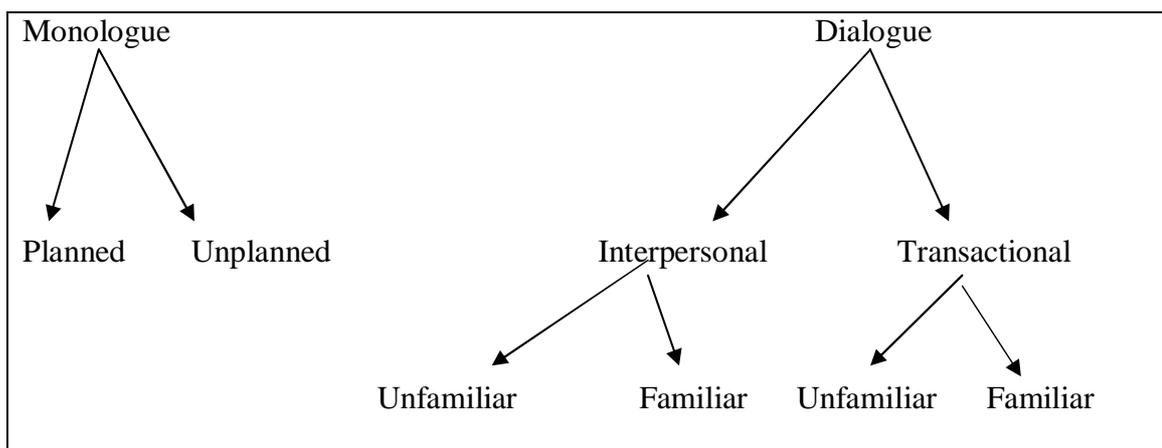
Figure 2. Types of spoken language

He identifies two main broad categories of oral language that are monologues and

dialogues. He explains monologue as the category which involves one individual using

the spoken language for any length of time in a situation as academic lectures and

speeches, and requires a careful hearing of the listener to process the discourse without

any interruption or having the opportunity to interact whether he/she understands or not.

The author divides these monologues into two subcategories: planned and unplanned

monologues that differ mainly in their discourse structure which may cause different

problems for listeners. Planned monologues such as prewritten materials usually manifest less redundancy and few hesitations that can make processing difficult to comprehend for listeners than the spontaneous unplanned ones as impromptu lectures that exhibit more redundancy and hesitation which in turn lead for ease in understanding.

On the other hand, dialogues which involve some type of interaction between two or more speakers are subdivided into two functional subcategories: the interpersonal dialogues that are carried out for the purpose of maintain social relationships, and transactional ones which focus on transferring propositional and factual information. The author also indicates that oral language in both types of dialogue will mainly be influenced by the degree of familiarity between participants (speakers and listeners). A higher level of familiarity between participants shows a high degree of shared background information that lead them to interact with each other and produce conversations with more assumptions, implications, and other meanings hidden between lines. However, participants who are unfamiliar with each other use a wide range of linguistic formality making all references and meanings explicit to avoid misunderstanding and achieve an effective comprehension. However, it is worthy to remember that a dialogue need not be exclusively restricted to one type. Participants should mutually use freely both types for effective communications.

2.1.8. Styles of Speaking

According to Richards (2008), using a special style of speaking that is appropriate to particular circumstances is an important dimension of a conversation. He advocates that using particular speaking style reflects various characteristics of the subjects while interacting together such as the roles, age, sex, and social status adding to the expression of politeness. Brown and Levinson (1978) as cited in Richards (2008)

further claimed that various speech styles reflect perception of the social roles of the

participants in a conversation. They believe that a good command and management of

speech styles increase the sense of politeness which is necessary for the homogeneity of

social relations. They explain that a casual speech style that stresses affiliation and

solidarity is highly needed when the participants are judged to be of more or less equal

status while more formal speech style is appropriate when they perceived as being of

uneven power and different status. Richards (2008) claims that participants may change

various phonological, lexical, and grammatical aspects so that they produce suitable

style that fit certain circumstances. He illustrates that using the following examples:

- ✓ Have you seen the boss? / Have you seen the manager? (lexical)

- ✓ Whachadoin? / What are doing? (phonological)

- ✓ Seen Joe lately? / Have you seen Joe lately?

2.1.9. Functions of Oral Performance

Many attempts have been made to classify the functions of speaking in human

interaction. One of the most useful classification is the one done by Brown & Yule

(1983,as cited by Richards,2008) who made a clear distinction between the interactional

functions of speaking, in which it serves to establish and retain social relations, and

transactional functions, which emphasize on the exchange of information. They further

design three speech activities that are quite distinct in their forms and functions. These

activities that require different teaching approaches are: talk as interaction, talk as

transaction, and talk as performance.

2.1.9.1. Talk as Interaction

Talk as interaction is one of the three speech activities that refers to what normally mean by "conversation". It focuses mainly on the interaction that serves a primarily social function. When people meet together, they exchange greetings, engage in small talk, and so on willing to establish a comfortable zone on interaction with each other. The primary focus is more on the speakers and the way they present themselves than the message or the idea they wish to transmit. (Brown &Yule, 1983 as cited by Richards, 2008)

Richards (2008) presents the main features of talk as interaction as follows:

- ✓ Has a primarily social function
- ✓ Reflects role relationships
- ✓ Reflects speaker's identity
- ✓ May be formal or casual
- ✓ Uses conversational conventions
- ✓ Reflects degrees of politeness
- ✓ Employs many generic words
- ✓ Uses conversational register
- ✓ Is jointly constructed

The author further provides some authentic examples to illustrate these kinds of talk as: chatting to an adjacent passenger during a plane fight (which refers to a polite conversation that does not aim to seek or foster future social relations), chatting to a school friend over a coffee (that is a casual conversation that describes an ongoing friendship), and a student chatting with his/her professor while waiting for an elevator (which is a polite conversation that reflects unequal power).

Moreover, the author believes that using talk as interaction involves an ability to do some skills to achieve a successful conversation and effective interaction while speaking as being able to open and close a conversation with others, selecting the appropriate topics to discuss, having the sense of humor and joking, interrupting and reacting to others in an appropriate way using an appropriate speaking style, turn taking, and adjacency pairs techniques with being able to make small talk and recount personal events and experiences.

However, Richards declares that talk as interaction may not be a priority for all second language learners because of the difficulty to master such kind of talk especially for those who do need such skills to present a good image of themselves in different situations that require talk as interaction. Hatch (1978, as cited in Richards, 2008) emphasized on that and further introduced some suggestions that might help second language learners to deal with this type of talk. He thought that those students need a wide range of topics at their disposal starting with the most familiar ones to get by so that they can manage talk as interaction. He also stressed the importance of practice in introducing such new topics into conversation to move beyond this stage. He summarized these suggestions as follows:

- ✓ They should practice selecting and nominating topics about which they are prepared to talk.

- ✓ They should practice listening comprehension of these topics made by native speakers.

- ✓ They should practice predicting questions for a large number of topics.

- ✓ They should be taught elicitation devices to get topic clarification as the use of "huh", "pardon me, I didn't understand" etc…

2.1.9.1.1. Teaching Talk as Interaction. Stilling with Richards, Talk as interaction perhaps is the most difficult skill to teach because of its complex interactional features that take place under the control of unspoken rules. The author believed that the best way to teach such type of talk is through providing examples embedded in naturalistic dialogs that model features as teaching how to open and close conversations, making small talk by starting interactions with comments concerning a topic that both participants have knowledge about. Hence, teachers should provide second language learners with safe topics and models of small talk to practice, and then they give them situations in which small talk be appropriate and asked them to think about comments and responses. In addition, teachers need to teach their learners how to react to what others say with responding and giving positive feedback or back channeling which is considered as one of the most important aspects of this type of interaction. It involves responding to the other partner with different expressions that indicate interest. Richards thought that this can be better achieved through providing learners dialogs from which feedback expressions have been omitted and ask them to examine and consider these examples to provide suitable ways of expressing positive feedback, and later practice the completed dialogs using them. Moreover, Richards thought that recounting personal incidents and experiences is one of the best ways to teach talk as interaction. This is through giving conversation starters' techniques in which students respond by asking one or two follow-up questions about a personal experience and events they encounter before.

2.1.9.2. Talk as Transaction

The second type that can be distinguished has been called talk as transaction. It refers to the situations where the primary focus is on what is said or done. This kind of talk centers on the message itself and making oneself accurately and clearly understood

rather than focusing on the participants and the way they interact socially with each other. Jones (1996, p. 14 as cited in Richards, 2008) believed that in transaction,

> ….talk is associated with other activities, for example, students may engaged in hands-on activities (e. g, in a science lesson) to explore concepts associated with floating and sinking. In this type of spoken language students and teachers usually focus on meaning or on talking their way to understanding.

The author provides different examples of talk as transaction as classroom group discussions and problem solving activities, a class activity during which students design a poster, buying something in a shop, and making a telephone call to obtain flight information.

According to Burns (1996), there are two different types of talk as transaction. The first type centers around a situation that focuses on giving and receiving information and where the participants emphasize primarily on what is said or achieved as the example of asking someone for directions. This type of transaction does not stress on the importance of accuracy as long as information is successfully transmitted as well as understood. However, the second type focuses more on obtaining goods or services as the example of checking into a hotel or ordering food in restaurant (ibid).

Richards summarized and listed the main features of talk as transaction as follows:

✓ It has a primarily information focus.

✓ The main focus is on the message and not the participants.

✓ Participants employ communication strategies to make themselves understood.

✓ There may be frequent questions, repetitions, and comprehension checks.

✓ There may be negotiation and digression.

✓ Linguistic accuracy is not always important.

The author further believed that using talk as transaction involves the ability of mastering some skills as the following listed ones:

- Explaining a need or intention,

- Describing something,

- Asking for clarifications and questions,

- Confirming information,

- Justifying opinions,

- Making suggestions and comparisons,

- Clarifying understanding

- Agreeing and disagreeing.

2.1.9.2. 1.Teaching Talk as Transaction. According to Richards (2008), teaching talk as transaction is more easily planned because of the wide range of current communicative materials that are rich of various group activities, information-gap activities, and role plays which in turn facilitate practice of how to use this kind of talk to obtain, share information, and carry out real world transactions. The author proposed a sequence of activities to be followed in teaching different techniques for practicing real world transactions. He started with group discussion technique which can be initiated by dividing learners into groups and asking them to prepare a short list of conversational statements about a chosen topic for others to think about. Groups exchange these statements and then discuss them together. The other technique he focused on is role-play activities which involve three main phases starting with the preparation step which reviews all the related lexis, real-world knowledge of both content and context of the role play. Then, Modeling and eliciting phase that demonstrates the different stages involved in transaction and teaches the language

needed for each stage. The last step is the practice of the role play using realia or cue cards to provide language.

However, Richards pinpointed some issues that appear when practicing talk as transaction using various kinds of communicative tasks. He stressed on the level of accuracy learners achieve when dealing with such kind of activities. He believed that carrying out these tasks makes learners focus on the process of negotiation of meaning rather than the form using different strategies as comprehension and confirmation checks which leads to gradual modification of learners' language output and takes more target-like forms over time. However, he reported that some linguists believed that communicative tasks often develop more learners' fluency on the expense of accuracy. They thought that providing free and unstructured conversational settings increase students' fluency rather than developing their accuracy and language knowledge. He further indicated that low-level students often rely on a lexicalized system of communication when carrying out a communication task. They often depend on memorized chunks of language and both verbal and nonverbal communication strategies to convey meaning. Thus, he introduced several methods to deal with the issue of language accuracy when learners practice the transactional use of language. He suggested the following:

- ✓ A pre-teaching of certain linguistic forms that can be used while completing a task.

- ✓ Reducing the complexity of the task.

- ✓ Providing adequate time to plan the task.

- ✓ Repeated performance of the task.

2.1.9.3. Talk as Performance

The last type of talk which has been called talk as performance refers to the public talk or the talk that transmits information before an audience as classroom presentations and speeches. This kind tends to be monologic rather than in the form of dialogue as giving a class report about a school trip and it is closer and more like written language than the spoken one. It often follows a recognizable format, organization, and sequencing as the example of a speech of welcome. It is also evaluated according to its impact on the listener as giving a lecture. According to Jones (1996, p. 14), spoken texts of this kind of talk have often particular generic structures using a more predictable language and focusing not only on meaning but also more emphasis on the form and accuracy. He also thought that the speaker also has to include all the necessary information in such texts because of the lack of contextual support. Hence, they must focus on the topic as well as the textual knowledge (Richards, 2008).

The author believed that using such type of talk involves using some particular skills as listed as follows:

- ✓ Using appropriate format.

- ✓ Presenting information in an appropriate sequence.

- ✓ Maintaining audience engagement.

- ✓ Using correct pronunciation and grammar.

- ✓ Creating an effect on the audience.

- ✓ Using appropriate vocabulary.

- ✓ Using an appropriate opening and closing.(ibid)

2.1.9.3.1. Teaching Talk as Performance. According to Richards (2008), talk as performance requires a different teaching strategy. It should be planned and prepared in much the same way as written texts. It involves using video or audio recording or even

written texts to present models of speeches, oral presentations, stories etc…that are later

studied and deconstructed to understand its linguistic and organizational features. He

pointed out that Freez and Joyce (1998) approach to text-based instruction provides a

good model for teaching such kind of talk. The latter involves the following:

- ✓ "Teaching explicitly about the structures and grammatical features of spoken

  and written texts.

- ✓ Linking spoken and written texts to the cultural context of their use.

- ✓ Designing units of work that focus on developing skills in relation to whole

  texts.

- ✓ Providing students with guided practice as they develop language skills for

  meaningful communication through whole texts."

2.1.10. Principles for Teaching Speaking

Speaking is a crucial part and the most emphasized skill in second language

teaching; however, it is also realized as the most difficult skill to develop in contrived

classrooms. Thus, teaching this important skill is considered as a matter which needs

special attention since it enables students to express themselves using the target

language, and learn how to use the different social and cultural rules applied in each

communication situation. Bailey (2003) is one of the researchers who has stressed the

importance of teaching speaking and has suggested the following five principles that

should be taken into considerations while teaching this significant aspect:

2.1.10.1. Be aware of the differences between the second language and the foreign

language learning contexts

According to Bailey (2003), "Speaking is learned in two broad contexts: foreign

language and second language situations" (p. 54). She has differentiated between two

kinds of contexts. First, the foreign language (FL) context in which learning speaking is

very challenging for students as the lack of practice outside the classroom since the

target language is not the language of communication in the society (as learning English

in Japan). The second type is second language (SL) context in which the target language

is the language of communication in the society as learning English in the UK. Thus,

the target language context is one of the factors and challenges that faced teachers while

teaching speaking skill. Therefore, they ought to be aware of the differences between

the two types of contexts.

2.1.10.2. Give students practice with both fluency and accuracy

Bailey has claimed that teachers should provide learners with opportunities to

develop both fluency which refers to "the extent to which speaker uses language quickly

and confidently with few hesitation or unnatural pauses, false starts, word searches, etc"

(p. 55), and accuracy that refers to "the extent to which students' speech matches what

people actually say when they use the target language" (p. 55). They also should

provide them with "fluency-building practice" and allow them to commit mistakes that

a natural part of the learning a new language.

2.1.10.3. Provide opportunities for students to talk by using group work or pair work, and limiting teacher talk

Bailey has claimed that recent statistics shows that teachers do approximately 50

percent to 80 percent of the talking in the classroom. Thus, teachers should minimize

their talking during classes, and devote the appropriate time for learners to practice

speaking and express themselves using the target language. Group work or pair work

are further activities that increase the time of students' speaking practice and even limit

teachers talk while teaching.

2.1.10.4. Plan speaking tasks that involve negotiation for meaning

Teachers should consider the process of negotiating for meaning that involves both clarifying and confirming whether students understand the meaning. This can be achieved by asking for clarifications, repetitions, or explanations during conversations to get the meaning.

2.1.10.5. Design classroom activities that involve guidance and practice in both transactional and interactional speaking

Bailey has made a clear a contrast between the transactional speech which involves communication to get something done, including the exchanges of goods or services, and the interactional speech that aims to maintain the social relationships. She has believed that the interactional conversations are much more fluid and unpredictable discussing freely different topics in contrast to the transactional speech that is more restricted and usually contains highly predictable patterns. Bailey has claimed that teachers rely on the speaking activities that should express both transactional and interactional purposes since they are going to experience the target language in both settings.

2.1.11. Reasons behind Giving Speaking Tasks

Undoubtedly, speaking skill is the most difficult to possess but, yet, it is also considered as the highest demand for foreign language learners because nowadays, their primary desire is the ability to perform better orally and speak the target language without mistakes. Thus, the main goal of teaching speaking is to improve students' communicative skills and their oral efficiency. Therefore, teachers should provide their learners with speaking tasks and give them opportunities to communicate with others so that they can improve their conversational skills. They should provide them with activities that reflect genuine interaction. According to Harmer (1998, p. 87-88), there

are three main reasons behind administering tasks that provoke them to use all and any

language at their command and perform better orally. They are as follows:

2.1.11.1 Rehearsal

Making students experiencing free discussions and conversations inside the

classroom, gives them the opportunity to rehearse having discussions outside the

classroom. By doing that, students can rehearse real life events in the classroom and

apply them easily outside when necessary. It also enables them to "get the feel" of

how communicating using the target language feels like.

2.1.11.2. Feedback

Speaking tasks which provoke students to use all and any language that they

know provides feedback for both students and teachers. That is, teachers can remark

how well their learners work achieving better orally and what language constraints

they have. The same with students who can see how simple and easy the speaking

tasks and consider what they need to do so that they improve their speaking skill.

2.1.11.3. Engagement

Well planned speaking activities can be highly motivating for both teachers and

students. Students' full engagements in the task and teachers positive feedback give

real satisfaction. Different speaking tasks as role-plays and discussions are

intrinsically enjoyable in themselves and if they set up appropriately by teachers and

achieved completely by students increase their self esteem and enhance their

conversational skills.

2.1.12. Successful Speaking Lesson

Undoubtedly, effective second language learning requires assimilation of all the

four skills, but special focus is stressed on teaching speaking as almost foreign language

learners desire to speak fluently without mistakes. Therefore, teachers should set up

their speaking lessons properly and take into account the different factors that can help them to design a successful speaking lesson. Kusnierek (2015) emphasized on the importance of a well planned activities and the need for designing profitable oral exercises claiming that "the key to a successful speaking lesson is a successful speaking activity". He also urged on providing opportunities for learners to use the target language by giving them equal chance to practice language, and let them talking to the maximum. For that, he suggested to divide students into groups which will increase the amount of language practice since seating together in small circles will remove students' inhibitions and encourage them to speak. He also emphasizes on appointing one student to monitor the rest of the group and remind them to use only the target language. Brown (2001, as cited by Kusnierek, 2015) focuses more on the role of participations in classes since successful speaking lesson ensures the engagement of all the students even the less active ones. Thus, teachers ought to engage all the learners who must be involved in an equal way and do not work only with the controlled active group. The author also insists on motivation which is important for effective speaking activities. He claimed that teachers should motivate their students to perform the target language through selecting topics that are of genuine interest among the suitable group of learners. Ur (1996) further emphasized on the use of acceptable level of language in which teachers should select activities whose language level is suitable for learners' linguistic abilities (Kusnierek, 2015).

All in all, we can say that well planned speaking activities, providing the right time and the equal chance to speak, effective participation, motivation, and the use of acceptable level of language are the Keys for successful and effective speaking lessons.

2.1.13. Strategies for Developing Speaking Skills

According to Bashir, Azeem, and Dogar (2011), in communicative output activities, the main interest of foreign language learners is to complete a task in which they are required to eliminate the entire information gap. However, they believe that speaking is the product of language learning, but in fact it is a crucial part of the language learning process. The authors claimed that effective instructors teach their learners the different speaking strategies that help them to perform better orally, increase the target language knowledge, and even use speaking to learn. They teach them using the three main strategies that are using minimal responses, recognizing scripts, and using language to talk about language.

2.1.13.1. Using Minimal Responses

During foreign language classes, learners who lack confidence to participate using the target language often listen carefully to what others say. The authors thought that helping those students to build up a "stock of minimal responses" to use in different situations will encourage them to start the first steps of participations. Those responses are predictable, often idiomatic phrases used to express understanding, agreement, doubt, etc. Such responses enable those learners to concentrate more on what the other partner is talking without having to simultaneously plan a response.

2.1.13.2. Recognizing Scripts

Stilling with the same authors who pointed out some communication situations as greetings, apologies and invitations that are influenced by both social and cultural norms are characterized by a predictable set of spoken exchanges or scripts. The speaker while interacting in such situations can easily anticipate what the other participant is going to say. Thus, teachers can teach their students to be aware of the different predictable scripts involved in different communication situations through interactive

activities that increase practice in reacting and varying the language that different scripts contain. By doing so, they will develop effectively their speaking abilities in which they can predict what they will hear and what they need to react as response.

2.1.13.3. Using Language to Talk about Language

Language learners are often face difficulties and embarrassed to say anything when they do not understand what the other speakers say or when feel that the other partners have not understand them. Teachers can help their learners to break down this barrier by encouraging them to use different strategies and phrases when asking for clarifications and misunderstanding that can happen in any communication situations whatever the participant's language level. By doing that, teachers can create an authentic environment within the classroom itself where students will gain more confidence to manage different communication situations that they may face in the real world.

2.1.13.4. Activities for Promoting Speaking

Teaching speaking is a very important part of second language learning that is based mainly on creating real life situations which require communications and interactions among learners. It also requires a degree of real time exposure that can be achieved through a diversity of classroom activities which should be developed in a safe, relaxed, authentic interactive environment that fosters oral language practice. Both teachers and learners should collaborate to foster a perfect oral performance through a good participation to complete the different teaching speaking tasks that must include different authentic styles and dialects of native speakers. For this aim, many linguists and researchers suggested and classified the different activities used to teach speaking skill in the classroom. According to Kayi (2006), who inferred from many linguists on

her article on teaching English as a second language (TESL) journal, there are thirteen activities that can be adapted to promote learners students oral performances which are:

2.1.13.5. Discussion

Discussion is considered as one among the best forms of oral practice during classes. It helps foreign language learners to develop their communicative skills because it provides them with opportunities to express and share their ideas in an organized way, and enables them to arrive to conclusions and find solutions within the rest discussion group. In fact, discussion differs from a conversation since it centers on a specific identifiable purpose set by the teacher before so that students keep interacting the whole time about relevant things. However, according to Harmer (2001), foreign language teachers are generally complained about "discussion failure" which handicaps the accomplishment of the speaking activities. It is caused mainly by those students who refuse to participate using the target language due to some factors as the lack of confidence and fear of making mistakes in front of others. Thus, Harmer suggested a "Buzz group" technique which will help learners to achieve an effective oral discussion and minimize all the difficulties they face while speaking. It is based on the formation of small groups that assure the chance for all learners to speak and interact using the target language.

2.1.13.6. Role Play

Role-play is one of the most adapted excellent activities for teaching speaking. This technique ensures the provision of authentic practice that prepares foreign language learners for real life communication situations and this expressed in the lines of Nunan (2003) who claimed that, "Role-plays give learners practice speaking the target language before they must do in real environment" Such activities are important

to practice speaking in the appropriate contexts in which students pretend they are in various social contexts and have a variety of social roles.

2.1.13.7. Simulations

Simulation is very similar to role-play but what makes it different is that simulations are more elaborate in which learners can bring items to the class to create a realistic environment. According to Nunan (2003), " in simulations, props and documents provide a somewhat realistic environment for language practice". Kayi, (2006) believed that both simulations and role-plays techniques are of great value for developing speaking skills as they are entertaining, motivating and increasing students' self-confidence to use the language.

2.1.13.8. Information Gap

 Information gap activity is another useful type among the foreign language classroom spoken interaction activities. It has a requirement for information exchange in which learners are supposed to be working in pairs. It is an effective speaking activity in which one person has the information that the other lacks. Kayi believed that such tasks serve many purposes as collecting information and solving problems using only the target language. It also ensures the opportunity for all partners to interact extensively because each one plays an important role in completing the task and providing the information the other want.

2.1.13.9. Brainstorming

Brainstorming is an activity that promotes students oral performances since it enables them to generate ideas about a given topic in a limited time. It also helps them to produce and share ideas freely and quickly with one another without being criticized.

2.1.13.10. Storytelling

This type of speaking activities has generally been one of the main means of oral practice during foreign language classes. It enhances learners' speaking abilities and helps them to foster their creative thinking. Adapting this kind of activities enables them express their ideas in the organized formal of beginning, development, and ending including the characters and the story settings. It also makes them summarize a story they hear from others beforehand or even create their own stories to present it to their classmates which lead them to perform better orally the target language.

2.1.13.11. Interviews

Conducting interviews is one of the most useful speaking activities that assure language practice not only in the classroom but also outside. It further helps learners to be more socialized through conducting interviews with different people about several selected topics. In this type of tasks, teachers can guide their learners by providing them with rubrics so that know what type of questions they need to ask or what directions they have to follow. Students further can interview each other and present their reports to the other classmates.

2.1.13.12. Story Completion

It is a very enjoyable free speaking activity in which all students sit in a circle to create a safe environment where each student has the opportunity to speak and share his creative ideas. During this activity, teacher starts telling a story, but after few sentences he/she stops narrating. After that, each student is required to complete the story from the point where the previous partner stopped using his/her own imagination. Each student adds just four to ten sentences in which he/she adds new characters, events, descriptions, and so on. Following this technique, students will develop not only their speaking skills but also their creative thinking.

2.1.13.13. Reporting

In this activity, students are required to report the most interesting news they have read before coming to class. They are asked to read any newspaper or magazines etc and report what they have found to their classmates. Reporting technique helps learners to develop both speaking and reading skills with improving their comprehension abilities.

2.1.13.14. Playing Cards

It is one of the enjoyable speaking activities in which teacher divide the learners into groups of four, and each suit will represent a selected topic as the example provided by Kayi (2006):

"Diamonds: Earning money

Hearts: Love and relationships

Spades: An unforgettable memory

Clubs: Best teacher"

Each student in a group will choose a card and will write four to five questions about the topic to ask the other students in the group. They are asked to avoid yes or no questions that limit the spoken language practice and use the open-ended questions that require answering using complete sentences.

2.1.13.15. Picture Narrating

This type of activity is one way of making use of pictures in enhancing students' speaking abilities. It is based on several sequential pictures in which students are asked to narrate the story taking place in these pictures. They are required to follow certain criteria provided by their teacher as rubrics which may include certain lexis or grammar rules to use while narrating.

2.1.13.16. Picture Describing

Picture describing is one of the most useful means of teaching speaking skill. It is another way of using pictures in communicative tasks**.** Adapting this technique helps learners to improve their creativity and imagination as well as their public speaking abilities. It requires presenting just one picture and let students to describe what they see. Teachers also can form groups and provide each group with a different picture. Then, students discuss together the picture and choose a spoken delegate to perform and describe the picture to the rest of the class.

2.1.13.17. Find the Difference

In this type of teaching speaking activities, teachers ask learners to work in pairs and each couple is given two different pictures. Then, they are asked to consider the pictures to find the similarities and/or the differences between the two.

2.1.14. Factors Affecting Learners' Oral Performances

According to Duong (2015), there are three main factors that should be considered while investigating how EFL learners oral language abilities is affected. They are age, gender, and affection.

2.1.14.1. Age

Age is considered as the most debated and discussed matters in language teaching as it determines the success or failure of the foreign language learning. Scarcella and Oxford (1992) have claimed that young children are able to acquire both fluency and naturalness in spoken language more than the adults as they possess much more "innate- specific endowment" capacities. Brown (2000) further has believed that young children are frightened when dealing with the foreign language as they less aware

of the different language forms and the possibility of committing mistakes in the target language, while adults are more embarrassed when attempting to perform the foreign language (ibid).

2.1.14.2. Gender

Gender is also one on the main pragmatic factors that has a great impact on learners' oral performances and their progress to improve an effective communicative competence. Romaine (1994) found out that girls and boys styles of speaking are very different since girls speak more politely, while boys speak roughly with their peers using more slang and swear words. During the difficult period of adolescence, boys starts to use a more non-standard speech specially under the influence of their peers, whereas girls retain their style of speaking using a more standard speech since they believe that they will be judged negatively by the rest of people so they should be more careful(ibid).

2.1.14.3. Affection

Many researchers stress the importance of affective factors that can either impede or enhance foreign language learning. According to Thornbury (2005), affective factors include feelings towards the topic or the participants where the more a speaker is a well disposable while speaking, the easier it is likely to be, and self-consciousness in which being "put on the spot" can affect the performance as it causes fear and anxiety while performing, the same of knowing that the speaker is being assessed can be prejudicial. Brown also believed that these factors related mainly to the emotional side of human behavior as motivation and attitude factors which are the most psychological characteristics that paid most attention as they are strongly related to second language learning. He further pointed out that the development of these factors involves "a variety of personality factors, feelings about ourselves and about others with whom we

come into contact" (p. 143). Thus, the development of learners' communicative competence can be improved providing that learners have motivation and chance to express their identity. He also pinpointed the effect of anxiety which is another factor that has a great role and influence on second language learning. He determines that too much or too little of anxiety handicaps learning.

Thornbury (2005) further listed other factors that can affect students speaking skill. Such factors can make oral performance very difficult or easy to perform. The author stressed the importance of some cognitive factors that correspond to the degree of familiarity within the topic the speaker discuss, the genre, the interlocutors talking to and the processing demands. Besides these cognitive aspects, other performance factors are important when performing orally. The author insisted on some of them as the mode as the example of speaking face to face with someone where the speaker can use eye-contact or gestures is easier than talking over the telephone, degree of collaboration as giving a presentation on your own is harder when doing it with other colleagues since you cannot count on peer support, Discourse control as controlling the directions of events better than being controlled by others, planning and rehearsal time, time pressure as in case of urgency that causes problems and difficulty for the speaker, and environmental conditions that are of great impact on students speaking skill as trying to speak against a background of loud music is really difficult. The author further points out that the aforementioned factors do not really predict the difficulty or ease of the speaking act as they interact with other personality styles as the extroversion and the introversion and other physiological factors as tiredness as being under the pressure in the case of urgency does not cause difficulties for all students, some students on the hand react positively when putting under such pressure..

Jasson Urquijo (2012) also considers the factors behind low oral performance and lists them as the follows:

1- "The lack of thinking time (class duration is not enough).

2- The lack of concentration (crowded classes of 40 students).

3- Institutional interruptions (interruptions for school activities or announcements).

4- The lack of accurate interviews and interactions.

5- The lack of participation »

2.1.15. Types of Classroom Speaking Performance

Brown (2001) identifies six categories of classroom oral production that students are expected to act in the classroom. They can be implemented based on learners' level and abilities. They classified as follows:

2.1.15.1. Imitative

Brown claims that an imitative speaking act is carried out for the purpose of focusing on particular language forms rather than fostering meaningful interaction as practicing intonation or pinpointing a certain vowel sound. When exposing learners to authentic listening materials, they tend to pronounce the words as the native do, that is, they try to "go natives". These kinds of acts are usually performed in the form of drills where students listen and parrot back the teachers' speech focusing more on pronunciation using a very limited portion of speaking time to generate this "human recorder" speech (ibid).

2.1.15.2. Intensive

This type of speaking surpasses and goes one step beyond the imitative one in order to include any kind of oral performance that is designed mainly to practice some phonological or grammatical aspects of language. Intensive speaking can be self-

initiated as it can be even practiced in a pair work activity, where students are "going over" certain forms of language (ibid).

2.1.15.3. Responsive

Responsive speaking is meant by being able to produce a good deal of meaningful and authentic speech by giving short replies to teacher or students questions or comments. These replies are usually sufficient and do not extend into dialogues. This type includes very brief interactions such as short conversations with only one or two questions with its retorts in order to enhance learners' authenticity level.

2.1.15.4. Transactional (dialogue)

Transactional language which is an extended form of responsive language is carried out mainly to convey and exchange specific information.

2.1.15.5. Interpersonal (dialogue)

Interpersonal speaking is also carried out in a dialogue as in the transactional conversations. It is purposed for upholding social relationships than for the transmission of facts and information. They might be difficult for learners as they contain colloquial language, slang, or ellipses that are hard to figure out.

2.1.15.6. Extensive (monologue)

The other form of conversation is extensive that is carried mostly in the form of monologues that can be planned or impromptu. In practice, learners of intermediate to advanced levels are called to to give extended monologue in the form of oral reports, summaries, or perhaps short speeches. Extensive speaking relies on formal and deliberative register.

2.1.16. Testing Oral Performance

Teaching speaking is central yet a complex area of second language learning aiming to realize a good oral production. However, the assessment of this crucial skill is

not an easy matter. It should be very careful using a meticulous tests and activities to measure learners' speaking abilities. In teaching and learning foreign language process, both testing and assessment are used when speaking about measuring students' progress and achieving different skills. According to Pawlak and Klimezak (2015),

"Testing usually refers to the more formal was of checking students' knowledge and is a subset of assessment, which is an ongoing process of providing students with feedback on their performance" (p.252)

The authors clarify another important distinction that is between summative and formative assessment. They quote what has Brown (2004, p. 6) explained the two concepts. He define formative assessment as "evaluating students in the process of "forming" their competencies and skills with the goal of helping them to continue the growth process" while summative assessment is the one aiming to "measure, or summarize what a student has grasped". They further point out that assessing speaking skill is a very complex, difficult and time-consuming since teachers should need to evaluate their students' oral performance immediately in the time their students are speaking and they often rely on their memory to decide an accurate evaluation and provide them with appropriate feedback. To overcome such problems, the authors suggest the use of audio-recording, that is, recording students performance so that they can listen again and provide an accurate scores. Luoma (2004) further summarizes the most important difficulties related speaking assessment in the following lines:

Speaking is also the most difficult language skill to assess reliably. A person's speaking ability is usually judged during a face-to-face interaction in real time, between an interlocutor and a candidate. The assessor has to make instantaneous judgment about a range of aspects of what is being said, as it is being said. This means that assessment might depend not only upon which

features of speech (e.g. pronunciation, accuracy, fluency). The interlocutor

pays attention to at any point in time, but upon a host of other factors such as

the language level, gender, and status of the interlocutor, his or her familiarity

to the candidate and the personal characteristics of the interlocutor and

candidate (p.ix, x).

Hughes Rebecca (2001) points out that speaking is a complex skill as it is not a

discrete one. The author believes that one of the main inherent problems in the study of

oral performance is that it overlaps with a considerable number of other disciplines such

as the structural level, the discourse level, and speech production. The author ascertain

that teaching speaking is not easily separated from other objectives since "when the

spoken language is the focus, of classroom activity, there are often other aims which the

teacher might have" (p. 6). For example, carrying out a task may help learners to

develop their productive skill (as intonation and rhythm), and raise their awareness of

some linguistic knowledge (as grammatical rules), socio-linguistic and pragmatic

points. The author summarizes all these inter-fields of research into speech and

conversation in the following figure:
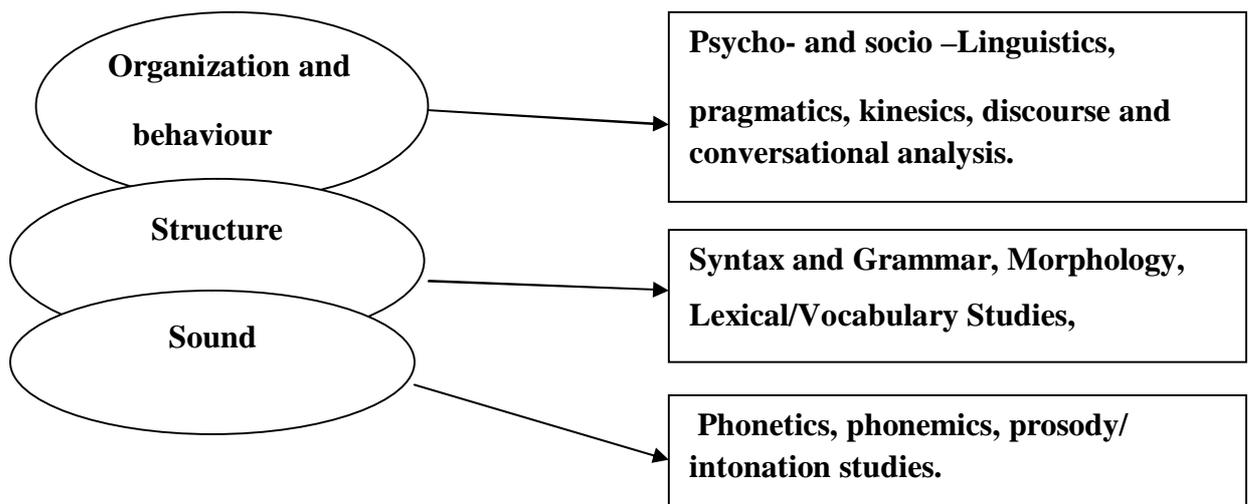
Figure 3. Levels and fields of research into speech and conversation (Hughes, 2001)

The same is introduced by Scott Thornbury (2005) who claims that assessing speaking skill is very difficult due to the long time needed to interview individually all students of the class and the disruption caused while assessing which, of course, seem to "outweigh the benefits".

 Thonbury (2005) presents the most used test types as follows:

2.1.16.1. Interviews

This type of tests is named also dialogues where students are called one by one sitting in a direct face-to-face with their teacher to ask and answer a protocol of questions. Interviews are the easiest open-ended tests to set up where learners lead a discussion having the opportunity to express their points of view about the given topic in four to five minutes.

2.1.16.2. Live Monologue

Another type of speaking tests are live monologue which called also presentations. Students are asked to prepare and perform a short presentation where they can speak about anything they choose. Contrary to interviews, this kind of acts ensures the test-takers' abilities to take an extended turn without the interference of the interviewer. The other students take the role of audience where they can ask the candidate questions related to the topic, and this assures his/her abilities to answer interactively and spontaneously the given questions.

2.1.16.3. Recorded Monologues

Recorded monologues are among the practical speaking tests that help learners to enhance their delivery speaking skills. They are less stressful than live monologues that require a public speaking which may handicaps speaking production and cause difficulties for some timid students. Adapting this kind of tests enables learners to

record their voices talking about the topic in a private way without facing the audience which increases their confidence to perform better orally.

2.1.16.4. Role-Plays

Role-play is one among the popular pedagogical activities used to teach speaking skill. Using this kind of assessment requires learners' acquaintance and deal with at least simple role plays during class. The test- taker asks two learners to perform an authentic situation or play the role with one student with allowing some rehearsal time to help students to manage what they are going to say. However, the impact of the test-taker is hard to control as he/she use difficult lexis that can be hard for learners to comprehend.

2.1.16.5. Collaborative Tasks and Discussions

These types of assessments require learners to interact with each other discussing and exchanging points of view. The test-taker follows the debate between learners or the group work and evaluate their authentic real-life language use. Collaborative tasks and discussions are more similar to role-plays as learners take roles speaking but they are not required to act a certain specific role given by the test-taker but to be themselves.

The author further stresses the importance of the scoring criteria in which he differentiates between two types of scoring that are generally used in assessment. The first is a holistic scoring which involves providing an overall score based on students' performance as a whole and the overall impression about such performance. It provides the needed information for an overall categorization of the speaking ability. This type of scoring has the advantage of being quick and it does not need much time and it probably suitable for informal testing of progress. In the other hand, analytic scoring involves giving separate scores for each of the components of the task. It provides more useful

diagnostic information about the speaking ability by its components into other sub-

skills. . Such type enables students to have a clear idea about their speaking abilities and

which one they have to foster as explained in the following lines of Bachman and

Palmer (1996, p. 211):

    First, it allows us to provide a 'profile' of the areas of language ability that are

    rated. …A second advantage is that analytic scales tend to reflect what raters

    actually do when rating samples of language use.

    However, analytic scoring takes long time to rate students' oral performances

and even the scorer may be distracted by the different categories and lose sight of the

overall image

2.1.17. Conclusion

In this chapter, we tried to highlight some of the theoretical aspects related to the

issue of the speaking skill. Most of researchers ensure that almost foreign language

learners regard their speaking as the most important skill they have develop, master, and

focus on inside the classroom. They consider their oral performance as the measure of

knowing a foreign language. They evaluate their progress according to their

communication' abilities using the target language. However, it is assumed to be the

most difficult skill to acquire compared to the other skills. Thus, we believe that

introducing new authentic teaching activities will fit learners' needs to perform better

orally. We think that integrating a various new authentic speaking tasks will help them

to comprehend meanings, and communicate appropriately in different real life situations

and various social contexts.

2.2.1. Authentic Materials

Section Two: Authentic Materials

Introduction

This chapter reviews literature related to the term of authenticity and the use of authentic materials in teaching. It is organized in four sections. The first describes an overview of authenticity and authentic materials with its types. It is also shed lights the main differences between authentic materials and non-authentic contrived artificial ones, the advantages and disadvantages of such types with highlighting its main types, when wan how such materials selected and used with the different teaching levels. The second section presents an overview of audio-visual materials as important sources authentic language inputs while the third section deals with role-play technique as one of the most important teaching speaking method that ensures the opportunity to deal authentic scenarios so that students practice the target language in different real-life situations they may encounter outside the classroom. The last section discusses an overview about integrating self-assessment technique in the assessment process as students can gauge and self-assess their performances to enhance their learning process.

2.2.1.1. The Definition of Authentic Materials

Authenticity is a term which creates a confusion and ambiguity among researchers. On this base, authentic materials are defined differently in literature. In spite of different existing definitions, one of the most shared common aspect among all as introduced by Kilickaya (2004, p.1) as « exposure to real usage of the everyday life language » emphasizing on dealing with real life communications using the target language. Polio (2014) also supports the same view and claims that although there are several authentic materials' definitions, they are not created for teaching objectives. This was clearly stated in Bacon and Finnemann(1990) in following words: « Authentic materials are texts produced by native speakers for non-pedagogical purpose ». That is to say, such materials are not prepared for the sake of teaching

process but for written and oral communication. They are designed without pedagogical

teaching objectives as stated by Nunan(1989) expressed in the lines of Mackdonald,

Badger and White(2000) '' any material which has not been specifically for the purpose

of language teaching''. Tennant (2011) as cited in Abdelhafez & Abedllah (2015)

explains it as , "The word 'authentic' refers to anything that was originally produced for

a non-classroom audience" (p.3). In addition, Harmer (1991) describes texts being

spoken or written as real texts provided for language speakers rather than teaching

language. The same is introduced by Morrow (1977) who claims that authentic

materials are language produced by a real speaker or writer for a real audience which is

expected to express a real message or opinion.

Kilickaya (2004) urges that authentic materials are the « appropriate » and

« good » terms in which objectives, students' needs, and focus are natural in terms of

real life communications. Further to that, Martinez (2002) emphasizes on the

« authentic » and « contextualized » definitions. He defined them as real life materials

that students face; however, they are produced for real life communications rather than

teaching sphere. Authentic materials aim to match the gap existing between real life

situations and communications with the development of student's skills.

2.2.1.2. The Authentic VS Non-Authentic Materials

A comparison made by many researchers to check the differences existing and

can be found between the authentic and non-authentic materials (Mishan, 2005; Adams,

2005; Tomlinson, 2012; Miller, 2003). One of those who resorted to such dissimilarities

among the already stated materials being spoken or written was Richard (2001). He

defines authentic tools as teaching resources as photographs, videos, and texts that are

not specifically designed for pedagogical purposes unlike the non-authentic ones that

refer to the teaching textbooks and all the instructional resources. Lingzhua &Yuanyuan

(2010) also makes a comparison between the two materials and conclude that authentic materials are better than the non-authentic ones as they exposing students to real language they can use outside in the the real world. Adams(1995) and Miller,(2003) also clearly claim that the authentic materials are provided for real communications and spoken purposes of students; whereas, non-authentic are designed especially for teaching objectives. In addition, they focused on the authentic materials' effective role in enhancing learners' communicative abilities rather than the non-authentic which highly concerned with language structure and forms. Furthermore, the authentic ones may start with a wrong beginning and contain unfinished sentences but non-authentic are the suitable for teaching grammar with well-organized structures that students cannot rely on in improving their communicative aspects of language. The same was expressed by Porter and Roberts (1981) who made a contrast between the two materials in terms of spoken language. They pointed that all the conversation recorded for language texts are useless for learners since the language in the class is different and not the same as the one they encounter in the real word. Such pre-planned non-authentic conversations have a slow space and particular well-structured sentences which reappear with obtrusive way and a very particular turn-taking without hesitation as "uh" and "mm".

2.2.1.3. Types of Authentic Materials

Using authentic materials is effective for enhancing teaching and learning processes. With the huge available technological devices and techniques that can be easily obtained from the Internet teachers can find and select the appropriate authentic materials that help them to transmit their objectives.

Genhard (1996) (as cited in Lingzhu and Zhang, 2010) categorized authentic materials as the following:

1- Authentic listening-Viewing materials : as TV commercials, quiz shows, cartoons, new clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches etc.

2- Authentic visual materials : as slides, photographs, paintings, children' s artwork, stick-figure drawings, wordless street signs, pictures from magazines, ink blots, postcard pictures, wordless picture books, stamps, and X-rays etc.

3- Authentic printed materials : as newspaper articles, movie advertisements, astrology columns, sports reports, obituary columns, advice columns, lyrics to songs, restaurant menus, street signs, cereal boxes, candy wrappers, tourist information brochures, university catalogs, telephone books, maps, TV guides, comic books, greeting cards, grocery coupons, pins with messages, and bus schedules.

2.2.1.4. The Notion of Authenticity

Authenticity is a term that yielded an endless debate and creates a deep discussion by many researchers in the field of linguistics, material designers and language teachers. According to Widdowson (1983, p. 30), authenticity is "a term which creates confusion because of a basic ambiguity". Therefore, they define this problematic term differently and discuss it from various perspectives. They have different viewpoints in relation to the use of authentic materials in classrooms. According to Hedge (2000), the notion of authenticity was developed in the 1970s and related with the emergence of communicative language teaching approaches. Despite all such discussion, it is regarded as a vital, essential and significant element as expressed by Al Azri & Al Rashdi (2014) since it ensures meaningful exposure and engagements in real life situations using the target language unlike their pedagogical counterparts that may lead

to less practice in the real world as expressed in the lines of Morrow (1977.p,13) who refers it to "a stretch of real language, produced by real speaker or writer for real audience and designed to carry a real message of some sort". Hedge (2000) states that learners have to be prepared for the sake of natural communications outside the classroom by getting involved before in natural communicative language inside the classroom since if they just listen to non-authentic and unnatural language inside the class, they will fail to communicate naturally using the target spoken language in the real world and unable to transfer what they learn in the class outside it. Mishan (2005), who gives a detailed account of the debate about authenticity, believes that there three approaches that constitute the basis for the notion of authenticity. These are the communicative approach that emphasizes on communication from both learning process and teaching methods, material-focused approach in which learning is a text-centered, and the humanistic approach that base on the unity of both learners' feelings and the learning process. Moreover, defining Mishan believes that culture, currency, and challenge are the principal pedagogical reasons behind incorporating authentic materials in EFL classrooms. She claims that authentic texts indicate the native speakers' culture ; currency in these texts provides different subjects that are close to learners and present language in a current use ; and adding to the intrinsic challenge that is created by authentic texts to master and use this authentic language more proficiently outside the classroom. She further prefers to set some specific criteria for authenticity rather than defining the term. She claims that authenticity is the factor of:

- *Provenance and authorship of the text.*

- *Original and communicative and socio-cultural purpose of the text.*

- *Original context (eg.its source, socio-cultural context) of the text.*

- *Learning activity engendered by the text.*

- *Learner's perception of and attitudes to the text and the activity pertaining to it.*

From the above illustrations of different scholars, we can understand that defining the notion of authenticity is not an easy matter due to the different definitions among researchers. In addition, it is obvious that authenticity come in association with the communicative approach to language teaching. Moreover, the aforementioned basis for the term of authenticity, and the rationale for the use of authentic materials are the main factors behind the wide spread and increasing the use of these materials in EFL classrooms.

2.2.1.5. Selection of Authentic Materials

Selecting suitable authentic materials must be based on some important criteria. Berardo (2006) (as cited in Akbari, O and Razavi, A 2016) focused on the following points to consider before the selection :

➢ Suitability of content that should be relevant and appropriate to both of learner's interest, abilities, and needs with increasing their motivation to learn more.

➢ Exploitability in which the target of utilizing authentic texts is to develop the learners' competences, and how they can be exploited for the teaching goals.

➢ Readability that deals with the language of authentic texts and its lexical difficulty and complexity levels. It is used to describe the combination of the structural and lexical difficulty of the texts in which teachers should refer to any new vocabulary and grammatical forms.

Stilling with Berardo (2006) who emphasizes on other two main factors when selecting authentic materials to be introduced in foreign language classrooms, He reports that the variety of the provided texts is a key element that that teachers should consider since relying on different types of materials during class helps to make the

provided tasks more interesting with minimizing the boredom and increasing learners' enthusiastic level to practice the language and learn more. The second important factor is the presentation of such texts and the way teachers rely on presenting their materials in authentic contexts that help in attracting learners' attention, interest, and willingness to study.

Adding to Berardo, McGrath (2002) reports a list of eight guiding principles that should be taken into consideration when selecting appropriate authentic materials to be integrated within language classroom. They are as follow:

➢ Relevance to the course book, syllabus and learners' needs.

➢ Topic / theme interest: prior knowledge about the topic is considered as significant factor that facilitates comprehension, thus teachers should examine to what extent does the selected topic is familiar to learners, and try to know their favorite topics via conducting pre-course survey.

➢ Cultural fitness: Culture and language go together, and to learn a language means learning its culture too; thus, teachers should look for the material's cultural appropriateness and be aware of any cultural aspects and content that might reduce its comprehensibility and potentially cause cultural offence.

➢ Linguistic demands: the vocabulary introduced should be familiar to learners. Teachers have to select authentic texts taking into account the extent to what learners are able to achieve the given tasks without a complete understanding of the linguistic content. They also have to look to what extent does the task rely upon the ability to decode this linguistic content.

➢ Cognitive demands: This represents the complexity of the ideas in the selected material in which teachers should rely on simple and less dense ideas and facts.

➢ Logistical considerations: that represents both of the length and audibility of the material.

➢ Quality: how good is the quality

➢ Exploitability: to what extent does the selected material lend itself to extended tasks which clearly indicate comprehension both at local and global levels

According to Lingzhu and Zhang (2010), as cited by Hellalet (2014), Learners' level is a crucial factor that teachers ought to consider while dealing with authentic inputs. They point out that authentic material ought to be selected in accordance with the proficiency level of learners; thus, they suggest the use of simplifying tasks and texts for each level to counter-balance the increased linguistic complexity of such texts. They further consider learners' appropriate tasks for each level claiming that lower level learners encounter more difficulties with the native spoken language as it comprises complex lexical items full of abbreviations, contracted forms and informal every day expressions which they never met before. So, learners in the earliest stages of language learning ought to deal with easier materials and start with simplified tasks as short headline type reports, audio and radio advertising, or children' songs. Contrary to the previous learners, intermediate learners have the chance to deal with a wide range of choices as news reports, the slightly adopted movies or even whole TV programs, the advanced level learners are supposed to have the ability to deal with the different language ambiguities, encounter the potential complex difficulties, and succeed to overcome such difficulties. Moreover, the same researchers further believe that students' topic or theme interest is of great value. They assert that the selected topics should be neither too formal like political speeches nor too informal as family quarrels. They also insist on selecting the topics of general interest of time as family issues and sport events that learners interest in.

2.2.1.6. Types of Authenticity

At the beginning, the debate of on authenticity is limited to the different features of the authentic text itself. It is seen as a quality of the text used in the classroom. After that, researchers become aware and start to value the importance of how they help learners to perform and use the target language in the real world rather than focusing their total interest only on using the original texts. Joy (2011) claims that the main objective of EFL teaching-learning processes is bridge both original texts and teachers' ways to assist their learners use language in real context. That is teachers should not focus only on the authentic texts use but context itself is also important to ensure the real use of language outside the classroom.

Michael Breen (1985) subdivides authenticity of language into four types within language which all EFL teachers have to take into account during classes. He claims that these factors are in continual interrelationship with one another during any lesson. They are the following:

1- Text authenticity.

2- Learner authenticity.

3- Task authenticity.

4- Authenticity of the classroom.

2.2.1.6.1. Text Authenticity

Breen (1985) focus on the authenticity of texts which we may use as input data for learners. He emphasizes on the authentic qualities of texts used in EFL classrooms in terms of originality. For him, authentic texts are any sources of data which help learners to develop their abilities to be familiar and understand authentic language use. That is, authentic texts are any knowledge used to foster learners understanding of authentic real

situations. In addition, Breen asserts that texts are authentic only if they are used by people in the world outside. He believes that these texts are realistic and they serve learners by providing opportunities to experience the target language and perform real life situations, and this is supported by Guariento and Morley (2001) who believe that using authentic texts during class enable learners to acquire effective competences by getting language inputs of the real world.

2.2.1.6.2. Learner Authenticity

Among the four factors of authenticity identified by Michael Breen, learners' authenticity is the one that he gives special importance. He interests on learners themselves that is for whom the adopted texts can be authentic. He places much more interest on learners' abilities to interpret meaning of given texts like natives in the real world. Both Widdowson (1979) and Breen (1985) insist on the agreement between the chosen material and learners' own interpretation and response to such texts to reach authenticity. Learners should be engaged in real life situations to be able to understand the different language conventions of natives to foster their own capacities to interpret meaning, and thus communications in the target language. Moreover, Breen emphasizes on the way teachers make learners interact and engage in the entire of texts. He also focuses on teachers' need to devote themselves to provide any source of data to help their learners to interpret texts as shared by the target language users in the real life. Thus, he insist on both learners' prior knowledge, interest and curiosity to decide the way learners interpret the given texts. These factors also can facilitate interaction and engagement of learners within such texts as expressed in the lines of Breen (p.64), « the learner may 'authenticate', or give authenticity to a text from his own state of knowledge and frame of reference ».

2.2.1.6.3. Task Authenticity

After the primary focus on learners' authenticity and how to lead them to interpret and work with language inputs during classes, researchers shift their interest to think about the chosen tasks provided for learners. They think that the use of authentic language inputs associated with some instructions on learners' production are very important for both successful communication and language leaning. Rogers and Medley (1988) explains that the secret behind a successful achievement of authenticity and appropriate utilization of such texts is the use of appropriate and suitable language tasks. According to Breen, it is not needed to simulate the real life situations in the classroom but teachers should rely on tasks that are conducive to both learning and communication. He believes that authentic activities are the ones that enable learners to communicate about the target language and about both problems and solutions in the learning of the language. That is, the tasks should involve learners not only in authentic communications, but also in learning and the purpose of learning. He further claims that authentic activities should be under communicative paradigm to make learners engage in this authentic communication as target language users do in the real world. Guariento and Morley (2001) even aim to interrelate both authenticity and pedagogic tasks. They think that the notion of authenticity should not be limited to text realness but it should be related to pedagogic tasks' nature.

2.2.1.6.4. Authenticity of the Classroom

With taking into considerations the three aforementioned factors of authenticity, Breen (1985) indicates that it is worthy to look for the authenticity of the actual social situation of the language classroom. He focuses on the important role of classroom by saying that, « the authenticity of the classroom is that it is rather special social event and

environment wherein people share a primary communicative purpose : learning » (p.67-68). Even Joy (2011) claims that classroom may be the only place where learners are provided with different language inputs and appropriate conditions to interact and communicate using the target language. Moreover, Breen believes that classroom society provided all the needed opportunities that enable learners to share publically together all the problems, achievements and the learning process, and this is clearly stated in the following Breen's words : « the most important role of the classroom is to enable the learners to experience public and interpersonal sharing of content of language learning, the sharing of problems with such content, and revealing of the most effective means and strategies to overcome such problems » (p.67). On the basis of this opinion, we can say that this authenticity factor is very important as it provides authentic atmosphere that enables learners to experience comprehensible authentic language imputes, respond to different tasks , interact and share together real life situations that are likely shared by the target language users.

2.2.1.7. Advantages of Using Authentic Materials

As for the question of authentic materials' utility, most of researchers and teachers over the world agree that integrating authentic materials in EFL classrooms results in a number of positive effects. Many empirical studies have been conducted before which proved the huge positive impact on foreign language development. Such language imputes are mostly accepted as beneficial and significant in language learning rather than traditional text book materials (Allwright, 1979; Little& Singleton, 1991; Peacock, 1997; Clarke, 1989 as cited in Richards 2001; Guariento & Morley, 2001,). They state that these materials have both linguistic advantages, in terms of acquiring the language, and non-linguistic ones, in terms of increasing learners' motivation. They think that reliance on these sources, that are preferable over contrived materials, will help learners

to communicate and interact using the target language in the real world. In addition, Crawford (1995) (as cited in Onur Saraph, 2011), who stresses the importance of the contextualization of language, believes that language presented in classrooms should be realistic and contextualized, and Geblard (1996) even agree with her and claims that utilizing authentic materials is a way to « contextualize » language learning. The same has been highlighted by Brinton (1991) who has stressed the use of these language inputs that indicate the relationship between the 'real' world and the language classroom. Underwood (1989) sees that exposing learners to the artificial contrived materials will not help learners to learn and use the target language used in the real world since they will restrict their potentiality to understand authentic language outside the classroom. She sees that presenting real speech makes learners listen and understand real and genuine communications with « interactional features » to communicate in the real life. In other words, she claims that authentic materials help learners to listen much more to real communications with the interactional features ; that is, authentic and spontaneous speech with its real false starts, hesitations and mistakes that help them to increase their ability to cope with « genuine speech » in real life situations ; and this is expressed by Strevenes (1987 as cited in Nunan, p.93) who asserts that, « they provide learners with opportunities for genuine interactions which have a real life point to them » . Kilickaya (2004) further posits that exposing learners to such language imputes make them feel that they are leaning the « real language » as it is used by native speakers. Furthermore, Martinez (2002) argues that using these materials is significant for the following reasons:

- ✓ Authentic materials expose learners to real discourse of the target language.
- ✓ They keep learners informed about what is happening in the world, so they have an intrinsic educational value.

- ✓ They can produce a sense of achievement as they are inspirational for some learners.

- ✓ A language change is reflected in the materials, thereof, there is a variety of authentic texts and both teachers and learners can keep in touch with such changes.

- ✓ They have positive effects on learners' motivation.

Lingzhu (2010) as expressed by Hellalet (2014) summarizes authentic materials' utility in the following points:

2.2.1.7. 1. Foreign culture integrating

Language and culture go hand in hand, and when learners are acquiring a foreign language, they are learning its culture at the time. Lingzhu (2010) believes that exposing learners to authentic materials in classrooms leads to increase their cultural knowledge about the target language, its speakers and their life. They provide them with cultural information which is associated to the target language culture, society and economy. This cultural content increases learners' understanding of authentic meanings of different foreign real life situations and trains them to guess the gist of the written or the spoken language input since both culture and language affect each other and understanding one of them depends on the other, as the case of idioms that depend on culture and going beyond the lines to be understand. However, both teachers and learners complain the complexity of both cultural and linguistic complexity as they are different and go beyond learners' linguistic and cultural level but Morrison (1989) asserts that utilizing such materials will challenge them to reach an understanding of different situations and realize meanings. Kilickaya (2004) claims that presenting the cultural content using appropriate authentic materials is a significant key in enhancing

teaching and learning a foreign language. Thus, such materials are considered as the best and the preferable cultural mediators that increase learners' cultural understanding and accumulate their language knowledge with accelerating its development. Authentic materials effectively expose students not only to the language, but also the culture of the target language.

2.2.1.7. 2. Acquiring Background knowledge

Cullen and Sato (2000) as cited in Hellalet (2014) emphasizes on the importance of introducing some background information and new lexis that appear in the texts and seem ambiguous as names of countries, places, special days, customs and traditions. An early introduction of these items makes learners understand better meanings, and acquainted with the new cultural background knowledge. This information seems unknown and different from learners' culture especially in earlier stages of the target language learning; thus, teachers need to introduce the new background information of the foreign language or ask learners to seek its meanings as homework before coming to the class, and then, share it with the whole.

2.2.1.7.3. Encouraging Students' self Learning

Learners' reliance on teachers' talk during class is insufficient to learn a foreign language and culture since teachers' teaching is just one of the resources for them, and even time devoted to foreign language classes is limited. Hence, teachers try to increase students' cultural awareness to learn the target culture by themselves in their spare time. Lingzhu (2010) conducted a research on this issue and introduced a teaching term plan of culture learning that increases both learners' self-learning and motivation. This can be applied using the following procedure:

➢ Divide the whole class into four groups.

➢ The teacher provides four topics for each group. Learners are asked to select their topics and they are free to find their own ones if they want. After that, each group searches information about the selected topics and hold discussion with its members. Then, they decide how and who is their representative to give the final report.

➢ On the "report day", the chosen representatives give the report and retell what they found to their classmates instead of reading the reports. The rest of learners should regard this class as a listening practice and respond to it after the report finish.

➢ When the report finishes, the rest of learners are allowed to ask whatever questions related to the report. If the reporter cannot answer the given questions, he/she can go back to his/her group members.

Lingzhu (2010) advocates that carrying on this plan, learners may benefit in two ways. First, in the report section, learners really do the listening session by themselves instead being listeners whether to a teacher or any kind of listening materials. This ensures a total involvement in the whole process, and increases students' motivation to listen to each other carefully. Second, in the preparing process, learners may read quite an amount of cultural information covering almost every field and deal with various authentic materials that accumulate their cultural knowledge. By doing this repeatedly, they become more familiar with utilizing natural materials and find that such authentic materials are no longer difficult as they supposed before. Utilizing these materials provides learners opportunities to experience various kinds of natural real experiences that increase their authentic language understanding to communicate easily with natives outside the classroom and capture their interest to be creative in exploring the language from the exposure they attain.

Richards further stresses the importance of the push for authenticity while teaching the foreign language. He believes that all the adapted classroom teaching activities should be authentic and as far as possible "mirror the real world". According to Clarke and Silbertstein (1977, P. 51, as cited in the lines of Richards, 2006),

> Classroom activities should parallel the "real world" as closely as possible. Since language is a tool of communication, methods and materials should concentrate on the message and nor the medium. The purposes of reading should be the same in class as they are in real life

2.2.1.8. Disadvantages of Using Authentic Materials

In contrasts to the various advantages of utilizing authentic materials in language classroom and alongside with its benefits above, such materials generate constraints as well. Despite the fact that a lot of scholars argue that integrating authentic materials has made an essential and valuable contribution in both foreign language teaching and learning, there are some researchers who are against the use of such aids as Kim (2000), Martinez (2002), Guariento and Morley (2001), Richards (2001) and Kilickaya (2004). They consider some of the challenges involved in using these materials. They point out that the strongest objection is that they contain difficult, too complex, and more unfamiliar language that learners can possibly understand and cope with. Richards (2001) believes that these language inputs contain difficult language, unneeded vocabulary items and complex language structures, which add a burden to teachers who need great efforts to simplify and explain when dealing with lower level classes since the presented vocabulary might not be relevant to learner's immediate needs. In addition, Martinez (2002) asserts that authentic materials may be culturally biased and difficult to understand outside language community especially for learners in early

stages as they seem unknown and different from their own ones. Martinez (2002) further argues that using these materials needs an early special preparation by teachers which can be a time consuming for them to select and prepare, and this is argued by Richards (2001.253) where he report that teachers "have to be prepared to spend a considerable amount of time locating suitable sources for materials and developing activities and exercises to accompany the materials" . Moreover, Kilickaya (2004) finds that integrating authentic materials at lower levels raises the anxiety level, and causes learners to feel de-motivated and frustrated when confronted with such inputs as they lack lexical knowledge used in the target language, and this clearly expressed in the following lines of Guariento and Morley (2001), " at lower levels, the use of authentic texts may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated, confused, and, more importantly, de-motivated" (p.347). Freeman and Holden (1986), and Morrison (1989) as cited in Peacock (1979) have asserted that such inputs might discourage especially low level learners since they are too difficult especially in terms of pragmatics and culture aspects as they go too far beyond learner's actual level. They are too difficult to understand because of the unknown context and the pragmatics in the given text. Furthermore, it is very challenging for learners to decode the meaning because of the existence of too many accents of the target language that can cause some confusion for them. They can hear several accents that might mislead them, and even frustrated them because of the speed and the swallow of letters while speaking.

After revising the related literature, we find that less has been written against the use of authentic materials in the foreign language teaching and learning. We can say that the advantages of integrating such materials at classes outweigh its challenges. It is possible to overcome such difficulties through a proper systematic and rationale use of

such materials to prepare learners for real communications and give them opportunities to experience and understand the target language as it used by the natives. Thereof, teachers should consider them as important beneficial inputs in teaching a foreign language.

2.2.1.9. At which level (s) can Authentic Materials Be Used?

Authentic materials' utility in language classroom has brought about controversial viewpoints among researchers and scholars. Although most of them agree that these materials are recommended in foreign language teaching and learning, the questions that arise are whether they are appropriate for all students' levels?, and can teachers use them regardless of their learners' abilities and levels?

Guariento and Morley (2001) points out those authentic materials should be used with post-intermediate levels or the advanced learner's level only as they are able to master some language competencies and a wide range of lexical items in the target language, and all of the needed structures to use and understand the language. They believe that such materials should not use with lower level students since they will lead to frustration, confusion, and de-motivation. Kilickaya (2004) and Kim (2000) further support them by claiming that authentic materials can be used with intermediate and advanced level students only as such materials raise learners' anxiety levels. They advocate that these language inputs should be integrated in accordance with learners 'ability and their level. That is, if these materials are beyond learner's abilities, they will lead to de-motivation and discourage them to learn the foreign language. In the other hand, some researchers are of a different opinion. They advocate that teachers can integrate such implements with all levels of learners even with the lower ones. Mc Neil (1994) and Miller (2005) as cited in Al Azri and Al Rashdi (2014) believe that utilizing

authentic inputs is not restricted just to intermediate and advanced levels but all learners should be exposed in the earliest stages. This view is also claimed by Chavez (1988) in which he argues that beginners or lower students level enjoy dealing with these language materials that enable them to interact with real language and its use. Using authentic material helps learners of lower levels to get involved in the "real" language as long as teachers provide them with pedagogical support.

Despite of authentic materials' lexical difficulty and being too culturally biased that handicap learners to comprehend the language texts, Martinez (2002) believes that using such language inputs, teachers will have enough motivational materials to encourage their learners' abilities to listen for the gist, increase their comprehension, and read their topics of their interest outside the classroom. These materials will bring lively the educational atmospheres that would return better practical foreign language learning results.

2.2.1.10. Conclusion

Despite the fact that using authentic tools in foreign language teaching is sometimes criticized by some language researchers as they often contain difficult language, unneeded vocabulary, and complex grammar structures with the difficulty to understand because of the culture gap existing between the foreign and the native cultures. The use of authentic materials while teaching is supported by many researches who assert that they are useful tools that help and add pluses to both students and teachers. Despite all the aforementioned minuses, we do still share most of the foreign language researchers throughout the world belief that these tools are effective and become one of the main materials that determine the success of language teaching as they contain a wide range of language styles and genres that help students to expose to real life language and integrate all the knowledge about the foreign culture so that they can understand different contexts outside world. They also help teachers to design rich and varied classroom activities since they become the basis for language inputs. We also believe that integrating these real-life sorts of materials will energize and motivate students to practice the target language outside the classroom and create positive learning atmosphere.

2.2.2. Audiovisual aids

Introduction

Teaching and learning of a foreign language is not easy matter. It is a convoluted process and a challenge for teachers to create a pleasant environment that is as real as possible in the foreign language classroom. They try to adopt creative methods that attract learners' interest to master second language skills successfully and ensure an authentic language exposure. In the last few years, a great tendency towards the use of technology and its integration in language teaching has gained a great importance. The use of advanced and up-dated teaching aids is getting prominence in recent years. Almost researchers insist on the integration of technology within language learning as Cakir (2006) who believes that the two should go hand in hand, and both teaching and learning processes should be associated with use of modern up-dated materials. The fact that the world bombards learners with contextualized verbal and non-verbal language obliges foreign language teachers to bring authentic material, or realia into the contrived classroom to create a real world effect. In today's technologically driven world, learners can have an access to various authentic language inputs with the great availability of audiovisual technologies that have dominated language teaching and learning by massive developments in providing both learners and teachers with unlimited rich sources of authentic language inputs as cartoons, TV commercials, news clips, songs, films, comedy shows and so on. These devices can offer easy access to authentic programs which are considered to be rich sources of language inputs for second language learning. The integration of such different aids has attracted the attention of many researchers as Bahrani&Tam, (2011); Briton&Gaskill, (1978); Mackenzie, (1997) to gauge their effectiveness on improving different language skills and its impact on learners' motivation. Various audiovisual aids can be incorporated as authentic sources of potential language input for second language. Wright (1976) points

out that all audiovisual aids have positive contribution in language leaning if they are used at the right time and place. He claims that many media and many styles of visual presentation are useful to the language learners. They ensure that learners are exposed to the real world of native speakers and their exposure to the target language is up to date. The same view is asserted by Kitao (1997) insisting that teachers should consider and select the appropriate authentic audiovisual materials when planning their teaching lessons. Bahrani&Tam (2012) further stresses the importance of incorporating the appropriate various audiovisual technologies as sources of authentic language inputs to cover the limitations in the environment in EFL and some ESL contexts to provide such language inputs in a social situations. They also focus on their educational value in providing learners with real social native language.

This chapter deals with a review of literature related to the definition of the authentic audiovisual materials and their significance in language teaching especially in enhancing students' speaking skill with highlighting the different types of these materials used in EFL classrooms etc.

2.2.2.1. The Definition of Audiovisual Materials

Creating an authentic environment which is as real as possible in the foreign language classroom is a challenge for teachers and language practitioners; thus, they try to adopt new effective ways and materials that have a greater potential for creating contextualized learning and meaningful communication. According to Brinton (1991) as cited by Bahrani (2013), The use of authentic materials strengthens the direct relationship between the language classroom and the outside world of students. In our competitive world, the technological development spreads overtime and reaches foreign language teaching and learning. Almost researchers, scholars and websites agree on the necessity of using the advanced and updated teaching audiovisual aids that get a major prominence in teaching a foreign language. Rather (2004) points out that these instructional devices are incorporated in the classroom to encourage learning and make it interesting and easier for learners. According to Singh' s (2005) definition cited in Rasul, Bukhsh and Batool (2011), audiovisual aids are " any device which by sight and sound increase the individual' s experience beyond that acquired through read described as an audiovisual aids". The same is presented by Dike (1993) as cited by Akiwole Olakunle Idris (2015) who claim that these materials do not depend solely upon reading to convey meaning. He asserts that such aids present language information through the sense of hearing as in audio resources; sight as in visual resources or through combination of senses. Edgar Dale posits that these multi sensory materials help quick communication of ideas between persons and groups in various teaching and training situations.

To sum up, we can say that authentic audiovisual aids are those materials that are directed to both senses of hearing and the sense of sight. The auditory and visual

materials are used by teachers in the classroom to facilitate teaching and learning tasks with ensuring a relaxed real foreign language learning environment.

2.2.2.2. The importance of Audiovisual aids in language teaching and learning

With the wide spread of the technological materials, researchers and language practitioners have pinpointed that incorporating audiovisual aids in language teaching and learning process yields to positive results. Akinwole Olakunle (2015) has pointed out that such type of teaching are powerfully meant for education as well as giving information and entrainment for learners to learn more and perform better. He further argues that these specifically made instructional aids are of a paramount importance, and they have great advantages for effective learning as they contain authentic recorded voice of the native speakers which enable students to learn and get real use of information from the real source. They further ensure the exposure to natural language students need to use outside the classroom. Rowtree (1994) as cited by the Akinwole (2015) believes that audiovisual aids are effective and good equipments for the preservation of authentic records and documents. He further argue that these aids can fill the gaps created by the use of contrived traditional teaching methods as they provide teachers with many possibilities to construct activities for learners to make the idea permanent in their minds. They are of great importance teaching devices as they reduce and antidote the over use of verbalism in the foreign language classrooms since excessive use of words may cause really serious comprehensive problems for students and lead them to lose the attention or even the idea they get. Such materials serve as means that provide the touch of reality to the learning situations while imparting knowledge to students.

Sárosd, Bencze, Poór and Vadnay (2006) indicate that Audio-Visual language teaching method examined how effective teaching and learning can be developed using the various audio-visual resources. They claim that presenting inputs using such aids is effective and useful technique that facilitates memorizing information in students' minds especially if it is accompanied by students' engagements and speaking. They believe that integrating these materials in language teaching and learning process is fruitful and has a great impact on students' comprehension and retaining as expressed in the following lines:

> If the input is given by audio-visual means, i.e. seeing and hearing is involved, 50% of the information gained will be stored in log term memory. The efficiency can be increased to 70% if the audio-visual inputs accompanied by students' oral production (Sárosd, Bencze, Poór and Vadnay, 2006, p.101).

Rautrao (2012) has reported that integrating audio-visual materials in teaching is of great positive impact on students' learning process as expressed in the following lines: "Learning can be reinforced with audio-visual aids of different variety because they stimulate, motivate as well as arrest learner's attention for a while during the instructional process". Mathew and Alidmat (2013) have claimed that the utility of such aids increases students' retention capacities, stimulates thinking, and improves learning environment where they can practice the language in the classroom. The same is indicated by Daniel Jemina (2013) who also stresses the values and the purposes of incorporating these materials within language focusing on its effective role on making lessons more interesting and increasing learners' curiosity. Using effective audio-visual materials appropriately while teaching will help learners to reinforce their communicative abilities and promote their verbal messages significantly. By adapting audio-visual supports help teachers to hold their students' interest and enable them to

use the knowledge they have exposed to. He argues that such aids make both learning and teaching effective since they give real touch to the learning situations and hence an authentic exposure of the target language with increasing learners' motivation.

The following is a list of the main functions and purposes of teaching through audiovisual aids in foreign language classroom:

✓ They help to avoid excessive, empty and meaningless verbalization in teaching of English. Such aids offer the best antidote available for the disease of verbalism since the over use of words can result in serious problems such as verbalism and forgetting.

✓ They provide direct sense experience to students and help them to form clear and accurate concepts in English through direct real touch to those learning situations.

✓ They provide variety to teaching since "mere chalk and talk" do not help both teachers and learners. Audiovisual materials provide various tools and different options to be selected for the sake of the clarification of the subject matter.

✓ They increase learners' interest and inspiration to perform better the target language.

✓ They create an authentic relaxed language atmosphere that helps learners experience the real use of the target language.

✓ They save both time and energy for both teachers and learners.

2.2.2.3. The Classification of Audio-Visual Aids

In the last few years, various audio-visual aids have been dominated foreign language learning process as they have been considered as major source for providing both language learners and teachers with highly valuable sources of authentic language

input. Accordingly, they have access to various authentic data through different audio-visual aids that are grouped differently by many researchers as Viswanath and Maheswara (2016) who present them under three categories based on visual and auditory sensations: Audio aids that can be heard, visual aids which are helpful to visualize things and audiovisual aids that can be heard and seen simultaneously. They classify them as follows:

Table 3

Classification of Audio-Visual Aids

Audio Aids	Visual Aids	Audio-visual Aids
- Radio	- Chart	- LCD projector
- Tape-recorder	- Picture	- Film projector
- Gramophone	- Models	- TV
- lingnaphone	- Flannel- board	- Computer
- Audio C.D	- Text-book	- VCD player
- Language Laboratory	- Flash-card	- Virtual classroom
	- Slide projector	Multi-media
	- Transparency	
	- Maps	
	- Black/white boards	

The same is introduced by Dike (1993) cited in Ashaver&Igyve (2016) who classiy audio-visual materials into:

1- Audio resources: such as records, tapes and cassettes, and radiobroadcasts.

2- Visual resources; including models, real objects, three dimensional displays, the chalkboard, bulletin board, adhesives, graphs, diagrammes, charts, maps,

cartoons, posters and pictures and projected forms like transparencies, slides, filmstrips and films.

3- Audio-visual combinations: as sound film and film strips, slide-tape decks, television programmes, video tapes and dramatization.

2.2.2.4. Authentic Audio-Visual Materials

Creating an authentic real environment in the foreign language classrooms is a challenge for teachers. However, in the last few years, they start integrating wide arrays of audio-visual technologies that have dominated the world with great developments in providing valuable authentic sources of language inputs into language learning. The integration of different audio-visual programs as news, films, songs, and cartoons as sources of authentic language inputs have attracted the attention of many researchers. Thus, many studies have been conducted concerning the incorporation of such aids as authentic language inputs in language learning (Martinez, 2002: Gilmore, 2007: Gebhard, 1996: Bahrani, 2013: Bahrani&Tam, 2012, and others). All of these researches assert that such audiovisual programs are valuable and of great positive impact in both language teaching and learning. They stress on utilizing such materials as pedagogically valuable teaching aids. Most of them believe that audio-visual authentic programs have a great potential for creating an authentic contextualized learning that encourage meaningful communication.

During the last four decades, the exposure to audio-visual news broadcasts as authentic language sources has been the main concern of many researchers. Brinton and Ghaskill (1987) conduct a study to gauge the impact of listening to such materials on promoting the listening comprehension of English foreign language learners. They conducted their research in Germany in EFL advanced EFL/ESL classes once a week

for six months. They reveal that audiovisual news broadcasts are really capable to develop students' listening abilities as they bring reality into the classroom and helps learners to focus on the most important issues. Such materials further help them to improve their vocabulary as they become more familiar with much new contextualized lexis during the long period of exposure.

However in 1990s, the effect of the exposure of audiovisual news broadcasts on language learning has been rechecked and scrutinized by Mackenize (1997) who conducted a research at Simul Academy in Japan. The researcher points out that the exposure to such materials is not of great value and cannot be incorporated into low level classes as they are very difficult to understand and speak very fast using very complicated difficult lexis and depending on a multi-faceted content. However, he believes that foreign language teachers can use these materials as far as they take into account their learners' interests and background knowledge when deciding and selecting the content. However, no empirical evidence was provided to prove that low level learners can promote their language skills and proficiency.

More recently, Bahrani and Tam (2011) further conducted another experimental study to check the cause/effect relationships between the use of audiovisual news broadcasts and non-news materials and learners' oral proficiency. They aim to check out whether these materials enhance intermediate language learners' speaking proficiency. They realize that such materials have a positive effect on enhancing learners' speaking abilities who reveal their motivation in the creative use of different lexis to express their opinions about the given topics during the interviews.

Besides news broadcasts, cartoons and films have attracted the attention of many researchers as crucial rich sources of audiovisual programs which ensure the real

authentic exposure of the target language in a relaxed non-threatening atmosphere (Doring, 2002; Clark, 2000, as cited in Bahrani&Tam, 2012; Bahrani, 2013, and others). They indicate that such sources especially cartoons are significantly motivational for low level students who showed a great motivation and interest when they have been exposed to these language inputs as they learnt in low affective filter environment. Films also are considered as highly potential valuable source for presenting authentic language input since it comprises various types of speech as rural and urban speech, slangs, different dialects learners may encounter in the real life contexts (Kaiser, 2011; as cited in Bahrani, 2013). Thus, teachers of all levels are encouraged to use these programs with a more cautions to the selection criteria for low level learners since they are very rich of authentic real life situations that can be exploited to teach and transmit the different blocks of language.

2.2.2.5. Learning Styles

For understanding how do learners get a second or foreign language, it is important to recognize the different types of learners, because they learn using a variety of methods, but one method is usually predominant**.** Another important aspect that foreign language teachers should bear in minds when planning their lessons is learners' learning styles. They should not generalize audio-visual materials in all their classes because not all learners are the same. They are different and have different specific learning styles. A lot of attention is given to the ways in which learners acquire knowledge and the differences in the ways in which language is acquired. Thus many scholars define learning styles differently. One of them could be: Mishan (2005), "Learning style is a core learner variable to influence the second language acquisition process and one that keenly relevant to learners' reactions to authentic texts and tasks" (p.29). That is each learner has his/her preferred way of learning which has a great impact on his second

language learning process. Learning styles are different ways an individual prefer to learn through. Also Grasha (1996, p. 41) defines them as "personal qualities that influence (the) ability to acquire information, to interact with peers…and otherwise participate in learning experiences". According to Dunn and Griggs (1995), "learning styles are the elements or characteristics differentiate learners".

Learning styles have been grouped by many researchers based on different criteria. According to Mishan (2005, p. 31),

> Learning style analysis is not intended to imply that learners slot neatly into learning style categories nor that are any of the learning styles described intrinsically "better" than others. A particular learning style may result in successful language learning in one situation but not in another…

According to Willing (1988) and Oxford (notably, the Style Analysis Survey (SAS) (1993) as expressed in the lines of Mishan (2005) the SAS classified five learning styles, contrasts, based on five variables. They are arranged as follows:

2.2.2.5.1. The use of physical senses

2.2.2.5.1.1. Visual Learners. Individuals who fall into this category typically prefer learning through what are able to see with their own eyes. These students commonly use visual stimuli as pictures, graphs, and films.

2.2.2.5.1.2. Auditory Learners. Are those who prefer learning through hearing the language. They are good listeners who tend to absorb information in more efficient manner through audiotapes, role plays, and speaking activities. These learners will be more likely to record lectures so that they can replay them at a later time for study purposes.

2.2.2.5.1.3. Kinaesthetic or Hands-on learners. Are those who prefer touching, moving, and experiencing things as doing projects and active games. They tend to become frustrated when they must sit for long periods of time. They enjoy conducting experiments and performing tasks.

2.2.2.5.2. Dealing with other people

It refers to the learners' personality and their degree of sociability which lies on a continuum from the extroversion and introversion that are the following types.

2.2.2.5.2.1. Extroversion. Extrovert learners are open to the world and like communication and open interactions. They sociable and have a lot of friends. Extroversion mainly has two components that are:

2.2.2.5.2.1.1. Sociability. This refers to students' willingness to interact with their peers and participate in a range of social activities as role plays and debates.

2.2.2.5.21.2. Impulsivity. It subsumes to the willingness to take risks as entering into social situations offering the chance for language learning.

2.2.2.5.2.2. Introversion. Introvert learners feel comfortable with the internal world they have an independent and more systematic approach to learning in which they derive their energy from the internal world. They further prefer to work autonomously or with a deep friend they know well.

2.2.2.5.3. Handling possibilities

This type includes the following:

2.2.2.5.3.1. Intuitive (random) learners. This kind of learners tends to receive intuitive type of information that is internal agents like possibilities, ideas, through hunches. They are   futuristic and rely on their own learning. They are further able to identify the global principles of topic. They enjoy abstract thinking and eschew step-by-step instruction.

2.2.2.5.3.2. Concrete (sequential) learners. This kind of students tends to receive sensitive type of information that is external agents like places, sounds, physical sensations. They are present-oriented preferring step-by-step activities and need clarity of directions. They rely much more on the teacher and look for guidance and consistency. They deal with concrete facts, raw data and experiments

2.2.2.5.4. Approach to tasks

This type covers two kinds of learning styles.

2.2.2.5.4.1. Closure oriented learners. They are serious, organized, hard workers, and forward planners. They like learning using structures, instructions, rules, and prefer to be given written information. They enjoy specific tasks with deadlines as well.

2.2.2.5.4.2. Open learners. They take second language learning less seriously, as a type of fun to discover learning. They further creative learners relying on their own learning, preferring to learn without deadlines, and tolerating confusing situations and ambiguity.

2.2.2.5.5. Dealing with ideas

2.2.2.5.5.1. Global or holistic learners. They are comfortable even when not having all the information or the needed vocabulary and feel free to guess meanings

from the context. They like socially interactive communicative events in which they emphasize the main idea and avoid analysis of grammatical minutiae.

2.2.2.5.5.2. Analytical learners. These students tend to concentrate more on details and often avoid more free flowing communicative activities because of their concern for precision. Analytical learners prefer focus more on systematic approach, autonomous modes of working, contrastive analysis, and typically do not take risks.

From the above definitions, we can deduce that learning styles refer to the variations in students' ability to accumulate as well as assimilate information. Basically, they are the methods that best allow learners to gather and use knowledge in a specific manner. In our audio-visually driven world, An assortment of technology devices as various combinations of texts, pictures, sounds, documentaries etc can be integrated to foster learners" different skills and stimulate different learning styles to engage all of them in entire of the lesson. Technology and learning styles should be linked by the teacher to foster learners' learning processes. However, teachers should not rely more on only visual or auditory tools; but rather, they should use them interchangeably so that they can fit all the styles.

2.2.2.6. Conclusion

In this section, we tried to highlight some literature reviews related the use of audio-visual aids in teaching as great sources of authentic language input. In recent years, the different audio-visual aids have revolutionized the field of learning an teaching and become a common trend with the great development of technology. Such aids provide a multi-sensory input that fit the different learner's learning styles as it is very motivating, dynamic and enjoyable to learn with. Learning through the different audio-visual aids as sources of a varied authentic input makes learners develop a closer attachment to the target language and its culture. Utilizing authentic audio-visual materials help teachers to modify and diversify their tasks and lessons and gain time to deal with many activities. However, teachers should not use and focus on only visual or audio materials; but they try to use them interchangeably to fit the different learners' learning styles.

2.2.3. Role-Play

Introduction

Teaching foreign language speaking is a crucial part of language learning. It requires a degree of real time exposure of the target language as the world of classroom is broadened to include the outside authentic world. This latter can be achieved through a set of authentic classroom activities that should be realized in an interactive dynamic teaching atmosphere where both teacher and learners collaborate together to achieve a good productive speaking. Thus, it is needed to afford all learners with much wider range of opportunities to practice the foreign language in the appropriate authentic contexts that ensure a natural real contact and exposure with real situations they may encounter outside the classroom. One among the most adapted speaking activities inside the classroom is the role play which targeted to bring the variety of social contexts into the classroom. It is considered as one of the best ways to stimulate learners authentic speaking through a simulation of authentic conversations. Role-play technique is one of the great practical teaching tools that as it helps all learners to get out of their seats and practice authentic English language. It also increases students' self-confidence especially timid learners to interact with other classmates and produce impromptu English. Moreover, these entertaining tasks add variety and provide a lot of opportunities for a lot of oral language production and also a lot of fun with bringing situations to real life. They are even helpful in teaching beforehand lexis to be used in the role play contexts.

This chapter highlights the wide scope of the role-play technique used to promote students' speaking skill. It deals with a review of literature related to the different uses of these activities inside EFL classrooms, its significance and importance in language teaching. It also deals with the different procedures that should follow while teaching,

its advantages and disadvantages with shed lighting the different types of role-play

activities classified by different researchers.

2.2.3.1. The Definition of Role-Play

Role-play is among the very common and the most familiar type of drama

activities used in EFL classrooms. According to Cambridge International Dictionary of

English, it refers to a method of acting out particular ways of behaving or pretending to

be other people who deal with new situations. Ur (1996, p. 131) explains this tasks as

"all sorts of activities where learners imagine themselves in a situation outside the

classroom, sometimes playing the role of someone other than themselves, and using

language appropriate to this new context". Joanna Budden defines role –play technique

in her article in British Council Teaching English (BBC) as any speaking activity when

you either put yourself into somebody else's shoes, or when you stay in your own shoes

but put yourself into imaginary situations. She points out that this motivating teaching

technique involves imagination to become any one for a while in various situations or

take the opinion of someone else by improvising dialogues and imitating real world

situations in scenario. The same with Robinson (1981) where he posits that role-plays is

an improvisation where students create their own characters, themes and talk, imagine

situations, and use structures. Students can create their own world and explore the

different functions of the target language, and interact with their peers in non-

threatening settings. Harmer (1998, p. 92) defines role-play as those activities "where

students are asked to imagine that they are in different situations and act accordingly.

We may tell to role play being guests at party, travel agents answering customer

questions or participants in a public meeting about a road-building project for example".

(Underhill, 1987) points that the learner in role-play tasks is asked to take on a

particular role and imagine themselves in that role and situation. Meanwhile Nunan

(2005) shares the same opinion in which he claims that role-play is a speaking activity that allows students to take part or imitate other people and interact using the characteristics of those people. It also involves the interaction among students and the adoption of another 'persona' while playing the roles as Thornbury (2005) mentions. According to Hyland (1993,p.16), this speaking activities are " often set up set up to practice particular language functions in a highly controlled context and are relatively simple and short". That is, role-plays are the projection of real life situations in which teachers design roles and put their students into these situations that they may encounter outside. Porter Ladousse (1987) further defines role-play activities as the ones that "range from highly controlled guided conversations at one end of the scale, to improvised drama activities at the other; from simple rehearsed dialogue performance, to highly complex simulated scenarios" (p.3). Ladousse stresses on the role-play's wide range of uses in which they can be very short and simple practiced dialogues or complex containing difficult lexis. Students also can improvise their roles and situations rather than depend on the practicing conversations. That is, there are many ways to use role-play activities inside the classroom that may differ in the length or the degree of difficulty.

To sum up, role-play is one among the activities used to promote learners' oral performances. Through role-plays, students can act or pretend to be someone else in different real-life situations inside the classroom aiming to boost their interaction and enhancing their speaking abilities. Utilizing this technique inside the classroom provide learners with opportunities to practice roles using all the language they already know in various situations that are similar to real life settings. Thus, peer learning is encouraged and students learn how to express their opinions and ideas. All in all, we can say that there have been various definitions of role-play, yet they share the same opinion that it

is a speaking communicative activity in which learners are playing, interacting, and acting, different new roles and characters

2.2.3.2. Why Use Role-Plays

Among the different ways of making students speak and interact in different social contexts is to use role-play speaking activities inside the classroom. Role-play tasks are considered among the effective tools used to enhance students' speaking skill. Many researchers stress the importance of such technique in helping students speak and interact using the target language. Role-play technique can stimulate learners to practice conversations and even improvise roles of different social situations in which they find themselves These tasks ensure the chance to practice the target language in various social contexts. Dickinson (1981, p.382) claims that integrating such activities enable learners to "say what they want to say and not what someone has told them to say" That is, they help them to improvise conversations and stimulate spontaneous oral performances. Ladousse further claims that overall aim of these speaking activities is to "train students to deal the unpredictable nature of language (p.6). The same author indicates that they also foster social relationships and interaction among students as expressed in his lines (p.7-8) that indicate that they help learners " not just to acquire phrases but also to learn how interaction take place in a variety of situations". Halapi and Saunders (2002) point out the great positive effects of incorporating this tasks in teaching speaking as they enable learners to create their own world exploring the different uses of the target language in a various real life situations, practice, and interact with their peers inside the classroom and this is expressed by Jesness (2004) in the following statement, "Role playing is a good way to help students acquire survival-level English speaking skill" (p.52)

Role-play technique is a set of teaching tasks used to promote students' oral performances. Most of teachers prefer using such activities as they ensure the engagement of all the learners giving all of them the opportunity to practice communicating in different social contexts. They are considered as effective tasks that have a wide scope of uses. Timid students often face difficulties in expressing their ideas effectively. Such activities help them to speak without fear since they provide a mask where they feel free and liberated. The fear of making mistakes in speaking using the target language is vanished as far as learners are liberated and putting out of the self. That is, these activities help timid students to overcome their shyness of speaking, and when reticent students play a new character, they feel confidence and speak using the new characteristics. The fact that they are someone else makes them feel that their own personality is not really complicated (Ladousse, 1987).

Role-play tasks have a wide scope for variations and imaginations. Thus, they enhance learners' creativity and thinking as they increase their motivation to interact using the target language. Working in groups or pairs makes students feel fun to learn as Maley and Duff (1988) express that working in pairs or groups improves the relationships between the teacher and students who are motivated to speak more then what they used to do before. All learners find such tasks funny to perform and thus they perform more orally.

Harmer (1989) as cited in Budden (2004) advovates the use of role-play technique inside the classroom for the following reasons:

- ✓ *It is fun and motivating.*
- ✓ *Quieter students get the chance to express themselves in more forthright way.*

✓ *The world of the classroom is broadened to include the outside world-thus a much wider range of language opportunities.*

Regarding the above reasons of implementing role-play activities to teach speaking skill inside EFL classrooms, we can say that such technique is of a great value to promote speaking as it highly increases foreign language learners motivation and interest to enhance their learning, create their own world with building good relationships among each other to interact using the target language and make the learning process more enjoyable and funny to learn..

2.2.3.3. Types of Role-Plays

According to Byrne (1986), role-play activities used in EFL classrooms are grouped into types: scripted and non-scripted role-plays.

2.2.3.1. Scripted Role-Play

This type of activities involves students to act out assigned situations through dialogues in the target language. It requires interpreting reading texts or dialogues in the form of speech. Using this kind of activities allows students enough time to prepare their scripts and rehearse them later to the whole class so that they perform better orally and achieve smooth and comprehensible speaking.

2.2.3.2. Unscripted Role-Play

This type of activities involves students to face the audience and act out a conversation without a pre-preparation or writing the script in advance. Students are given the roles and asked to imagine the situations and act them immediately to the rest without writing down the dialogue. It seems to be very complicated for students especially for low levels or beginners since they have limited knowledge of the target

knowledge. It also does not offer students the right time to think and prepare the conversations adding to fear to face the whole class and perform the roles immediately.

Al-Arishi (1994) as cited in Anna Kusnierek (2015) further classified role-ply into two different types that are real plays and surreal plays. The author defines real plays as rehearsal for the real world. It involves all the textual materials to be authentic in which learners can deal with different real life situations they may encounter outside the classroom. That is, it ensures the opportunity for students to practice role-play activities that enable them to perform different situations they need outside in the real world as greeting and asking for directions etc. Contrary to the real-plays, surreal-plays which are also named imaginative role-playing encourage "an imaginative self expression of the inner world of each student's mind". It aims to foster learners' abilities to express their thoughts and feelings in different situations using smooth speaking

2.2.3.4. Role-Play Procedures in the Classroom

Most of researchers agreed that role-play teaching technique is really a worthwhile learning experience and effective teaching strategy to enhance student's oral performance. As it is very important, teachers should be aware of the different procedures to follow so that they can apply role-play tasks successfully in the classroom. Huang (2008) proposes six major steps in the procedures to follow while integrating role-play activities to teach speaking skill inside EFL classrooms. They are as follows:

2.2.3.4.1. Decide on the Teaching Materials

The first procedure teachers should take into consideration is to decide which teaching materials will be used to teach role-play activities. All materials should be adapted based on learners' level, topic interests, lessons' objectives and appropriateness

for teaching. They can adapt them from textbook or non-textbook teaching materials as picture books and play scripts. They even can create their own authentic teaching materials.

2.2.3.4.2. Select Situations and Create Dialogs

The next step is to look for dialogs for each role play situation. They should be pre-selected and provided either by the teacher or teaching materials. Students also can create and improvise their own situations.

2.2.3.4.3. Teach the Dialogs for Role Play

After deciding the teaching materials and selecting the dialogs for each situation, teachers should teach the vocabulary, sentences, and dialogs needed in the role-play situation. They must make sure all the lexis and sentences are understandable and students know how to use them before doing the role-play activities. Otherwise, teachers can give students opportunities to ask how to say the words they want to say.

2.2.3.4.4. Have Students Practice the Role Play

Students can play the roles in pairs or in small groups. They can exchange roles with each other after having played their own roles a few times. By doing so, all students can practice all the different roles of the task. When students are confident enough to perform in front of the class, the teacher can ask them to do so for their classmates.

2.2.3.4.5. Have Students Modify the Situations and Dialogs

With the wide scope of the role play activities, teachers can create variations of the teaching tasks. Once students have finished and become familiar with an original role

play situation, they can modify the situation or the dialogs to create a variation of the original role play.

2.2.3.4.6. Evaluate and Check Students' Comprehension

The teacher should assess the effectiveness of role-play activities and whether students have successfully understood meanings of the presented vocabulary, sentences, and dialogs. Huang claims that there several ways to do the assessment in which students can be given oral tests or listening ones. In oral tests, teachers can ask students to answer simple questions relating to the role play, reenact the dialogs, or even translate the role-play into their native language. Teachers also can assess their students' comprehension while observing their interaction, practices, and performances of their role-plays.

To sum up, role-play tasks are so useful in teaching speaking as they enable students to be spontaneous by realizing creative energy and become aware of the usefulness and practicality of the target language. Thus, teachers should plan their teaching lessons and activities carefully by taking into account the above procedures and steps.

2.2.3.5. The Role of the Teacher in the Role-Play

With the emergence of the communicative language teaching approaches, EFL classrooms become learner-centered instead of a traditional teacher-centered classroom structure. Learners play the major roles and do the whole work inside the classroom while the teacher becomes just a guide and keeps a relatively a low profile.

For a role-play to be successful speaking exercise, an important issue has to be explained is the role of the teacher in the role-play context since the progressive

preparation of the task under the guidance of the teacher will ensure students' self expression. According to Tompkins (1998), "the teacher defines the general structure of the role play, but generally does not actively participate once the structure is set". That is, the teacher takes the role of the controller setting up the rules and the situations to carry out with offering help when necessary. However, once students start to think of and later act out the roles, the teacher generally lessens his/her interference and participation. Budden (2004), further believes that a teacher may have three possible roles in the role-play activities.

One of the teacher's functions is being a facilitator in which he/she offers help for students while performing the roles when it is necessary. The teacher may feed students with new language they need. This makes the teacher act as a kind of a "walking dictionary"   (Kusnierek 2015). If the rehearsal time is appropriate, offering assistance with new language should be required at this stage.

The second role of the teacher in role-play tasks is a being a spectator. He/she watches the role-play and gives comments at the end of the performance. Ladousse (1987) claims that teachers should walk around the class observing and listening to the students' talk, and write down their mistakes that should be discussed and corrected later together. Ladousse also stresses on designing remedial tasks that will help students to speak and perform better.

The third role of the teacher is being a participant in which he/she can participate in the role-play since it is sometimes appropriate to get involved in the situation to boost timid students to participate and prompt the exercises with keeping students' engagements in the speaking.

All in all, teacher inside the classroom should describe , define the situations, distribute roles, explain difficult lexis, offer help when necessary, keep students motivated by stimulating their curiosity, and create the will and the tension to learn.

2.2.3.6. The Role of the Learner in the Role-Play

Another important factor that ensures the success of the role-play activity besides to the teachers' role is the learner himself/herself. According to Tompkins (1998), learner's role in the role play has been traditionally defined either through verbal instructions or role cards to carry out the role. However, Kaplan (1997) holds another point of view and argues against the role plays by claiming that they stress only on prescriptive themes basing namely on specific fields of vocabulary, as they do not focus on spontaneous and real life flow of conversations. Scarecella and Oxford (1992) introduce a better model for learner's role in the role playing/simulation. They call it "tapestry approach" which focuses on the learner who must be active and has a considerable control over their own learning. They should and participate in the selection process of the topics and activities with providing their teachers with the necessary details of their learning process. That is learners should be motivated and create their own role plays tasks that describe their own topics of interest. They further have responsibilities towards their learning process and help their teachers to complete the tasks by interacting, practicing, and fulfilling in the foreign language all the social roles they need outside the classroom.

2.2.3.7. Role-Play and Simulations

Role playing and simulations are two interactive speaking activities that seem likely the same. However, the distinction between the two is very often of small attention. The difference between the teaching techniques is a matter of degree. Both of

them are oral communicative activities of drama that overlap in practice. Klippel (1985, p. 121) assert that both tasks are "forms of games mirroring a slice of reality". He explains that most simulations, that are more highly structured contain more " diverse elements in their content and procedures, demand supplying the subjects with back ground information and all the materials they need to before and during the simulation while role-plays are often consist short scenes that can be realistic or pure fantasy. According to Nunan (2003), simulation is more elaborate then role playing. He points out that in simulations props and documents provide a somewhat realistic environment for language learning. Tompkins (1998) claims that simulation is a broader concept than role playing while Sam (1990) thinks that it is a dramatic act in which participants are themselves and act roles of others in a simulated real life situations. The same in introduced by Hyland (1993) who distinguishes between the two speaking activities by defining simulation as the task where students behave as themselves while in role play, students play roles of other characters. Niel Coghlan (2012) also believes that in simulations students act out real- life situations as the example of students check in "the airport", but they do play themselves contrary to role playing which requires more "imagination" on the part of the student to be able to get "into" the role. He claims that in role playing, as students take on different characters that are not theirs as the example of taking the role of "an angry landowner" in a role play which is concerned with discussing the possible construction of a new road. Ladousse (1987) sees simulations, which are always include an element of role play, as a complex, lengthy and relatively inflexible while role playing as quite, simple, brief, and flexible. Kusnierek (2015) points out that students in simulations are usually invited to participate in a task which resembles a real-life event, whereas in role play, the role cards restrict students and limit them with précising what to say and what opinion to follow. However, simulations do

not restrict them as guarantee the opportunity to rehearse real-life situations in different

contexts.

All in all, both simulation and role playing are two different types of oral

communicative activities that overlap in practice. In role play, students take on different

characters while in simulation they simulate real life situations and play as themselves

in such contexts.

2.2.3.8. Learner' Feedback on the Role-Play

Role-play is a highly flexible activity which has a wide scope for variations and

imaginations. It is widely agreed that it is an effective method to animate the teaching

and learning atmosphere. As it is extremely a valuable method in second language

learning and has a great impact on enhancing specifically students' speaking skill, it

should be well prepared and organized before, while, and after the presentation. Krish

(2001) claims that for the purpose of obtaining feedback from learners, teacher should

recorded what the learners express at two different times. First, their feedback was

recorded as soon as the teacher defines the problem and the situation for the role-play.

Their feedback should be recorded for the second time after the presentation. The author

also pinpoints other casual interviews besides the recording in order to make students

reflect and give comments about their presentations. The author claims that the

performances are set-up into three stages that are: the preparation stage, the presentation

stage, and the learners' overall impression regarding the activity.

2.2.3.8.1. The Preparation Stage

The preparation stage is the first set-up step students go through to deal with the

activity. First, the teacher introduces the situations for students and assigned the roles to

perform. He should engage students in the scenario by describing the setting and define

the problem. The teacher must create the readiness for the roles by establishing clearly the situation so that both characters and audience understand the problem. Later, students start to think of their scenarios and roles to play. They need time to look over their characters and get into their new characters. This group work energizes students, boosts their interaction, creates a good atmosphere that encourages the reading of the conversations and explains meanings of the difficult words. Of course, the teacher is always present there to explain and offer help when it is necessary. This stage helps learners to communicate as they have put in the effort to think of the suitable lexis to use to express their opinions and thoughts. Despite the fact that teacher assigns roles and select topics to perform, students select appropriate expressions and words of their own that suit the given situation, and this which helps them to increase their vocabulary At the beginning of the discussion, many students hesitate and feel uncertain and uncomfortable to express their views; but towards the end, they prompt each other with ideas and decide the final roles.

2.2.3.8.2. The Presentation Stage

In this stage, students try to play their roles and perform a real life talk show. During this play-stage, students follow all the procedures outlined by their teacher to act out their roles. We find that some students are comfortable when performing while others are not. Some showed a great will and enthusiasm to express their opinions while others feel anxious under the stress of performing in front of whole class. Throughout the show, they seem very hesitated while speaking due to many factors as they perform for the first time using the target language in which they have difficulties in many criteria as vocabulary, pronunciation and grammar. Some of them are timid and lose control when they face their classmates while others cannot perform better due to the fear of making mistakes and loosing the memory. The majority of the learners said that

the activity given by the teacher created an animated atmosphere that encouraged them to read the reports. Some stated that the task give them the opportunity to work in groups that allows them both free interaction and increase their confidence in adjusting their reports when necessary.

While the play is carried out, the rest of viewers take down notes and play the role of the audience who give their views at the end of the conversation. This enables them to be better prepared in handling their next turns.

2.2.3.8.3. The Post Presentation Stage

The post presentation stage is a follow-up step where the audience interacts with the players to discuss and analyze their performance so that they understand the situation. The audience should provide possible solutions to the realistic problems. In the other hand, players should defend their roles and discuss the comments and impressions given by the viewers. They should discuss how this role-play performance is similar to real life. Hence, the discussion and analysis of the performance depends on how well we involve the audience to interact with others using the target language so that they enhance their speaking skills.

Krish (2001) introduces some comments given by learners when the teacher define the situation and describe the scenario and after the role play. These comments help teachers to prepare better future activities in other classes. They are as follow:

*Comments given by learners when the role play is explained by the teacher:

> ➢ *It would create chaos in the class. The class would be too noisy.*
>
> ➢ *We do not understand the issue that much. How are we going to play a real life situation?*

➢ *To take part in the role play is meant for students who can speak well. The weaker ones will be too shy to even contribute their ideas.*

➢ *How could we act like farmers?*

*Comments given by learners after the role play:

➢ *We enjoyed ourselves trying to be someone else.*

➢ *I fell closer with my group members and I realized that by working in groups I learn better.*

➢ *This activity made me realize the importance of reading.*

➢ *I think I needed more time to prepare for this role play.*

It is widely agreed that learning how to speak takes place when teachers design activities that guarantee students' engagements. Role-play is one of the tasks that bases on group experiences rather than unilateral decision of the teacher. All of the group members must interact, share the establishment of the situation, acting the dialogues, discussing and evaluating the whole work.

2.2.3.9. The Significance of Role-Play in Teaching Speaking

Most of foreign language learners advocate that speaking is the most difficult skill and becomes one of the worst barriers by which they are most frequently judged in the classroom. With the emergence of communicative language teaching approaches, students become more involved in a wide range of communicative activities that targeted to improve their oral performance. One of these tasks that make students speak in different social contexts is the role playing in the classroom. Many researchers as Ladousse (1987), Livingstone (1986), and Larsen Freeman (2000) agree that role play tasks have been introduced to be effective in helping students to improve their speaking ability. Role playing is one of effective activities that help students to enhance their

speaking skills by teaching them how to express their ideas, opinions, or feelings to others by using words or sounds of articulation. Role playing is the activity that gives them the opportunity to practice the target language and basically the different actual social roles they meet and need actually to perform outside the classroom. According to Duong (2015), it is the task where students "had many opportunities to practice spoken English in pairs or groups" The author believes that in this way, they will develop their fluency since they could express their ideas in unstructured conversational situations. Dangerfield (1991) as cited in Duong (2015) claims that role playing is the technique that enables students to develop their communicative competences and creativity. It is the way of getting students to speak, maximizing their taking time, and ensuring them to get optimum level of practice during their limited time inside the classroom. The author also cites Klippel lines in which he points out that "role plays improve the students' oral performance generally" (1991. p, 122). Such method provides a helpful interactive and friendly learning environment that enables students to feel comfortable while practicing the language. It further develops their self-confidence and helps shy students to overcome such barrier by providing them a "mask" that enables them to get rid stress and do not feel their personality is implicated while speaking as they adopt another imaginary personality and not their own. Ladousse (1995) further pinpoints several reasons for using this task in teaching speaking skill as it enables students to experience the target language with the very wide range of communicative activities and social situations. It also helps timid students to interact and share ideas by providing a mask of other personality. The author stresses on the most important reason for using role play to teach speaking that it is fun since working in groups experiencing different social roles makes the speaking process enjoyable and funny to learn. Role play is further helpful for students who learn English to prepare for specific roles in their lives as it

guarantee the opportunity to experiment with the language they will require a safe and non-threatening environment of the classroom. Role playing method is of great help in teaching different forms of language which are necessary in oiling the works of social relationships, but are not generally covered in our language teaching syllabuses.

All in all, we can say that role playing method is one of the effective important communicative teaching tasks that make learning more active and teaching more effective. Most of language researchers agreed that such technique is of great impact on promoting students' oral performance as it provides the chance to interact and practice the target language in different social contexts. It further helps shy students to overcome such problem and increase their self-confidence, creativity, communicative competences, and motivation to perform better orally.

2.2.3.10. The Disadvantages of the Role-Play

Despite the fact that role-play technique is an effective teaching method that achieves good results in promoting students' speaking skill; in fact, It has some paramount disadvantages in **w**hich teachers had better take into account before deciding the role play. Utilizing such method might not flesh out quite like the teacher hopes due to the embracement of some students who are not able to participate. Thus, the role-play situation will be unproductive and awkward. Such technique will be less effective in large groups as not all the students have the opportunity to participate and take the roles. Simply, this is because of the scenarios used which turn around two or three participants in one role-play situation while the rest of students just watch and hence they become disinterested and loosing the attention. The role-play further can lack focus only if the teacher well prepared and designed the situations as the teacher can lose control of the classroom since students get more involved and become disruptive because they

dominate whole activity (Sam, 1990; Gaudart, 1990). Livingstone (1983) believes that using this teaching method can be time consuming compared to the other techniques since it requires enough time to prepare, decide, presenting, discussing, and evaluating the role play activities that are in fact unpredictable in terms of results**.** The students also need enough time to prepare before they play their roles**.** The majority of teachers further work in too small and very crowded classes; thus, the noise level produced by the large number of students make both concentration and grasping impossible.

Taking into account the above the different disadvantages of utilizing role play inside the classroom to teach speaking skill urges foreign language teachers to monitor, organize, and well prepare the tasks. They should take into considerations their learners' needs, state, and language levels so that they guarantee good effective outcomes and develop their oral performances. However, we can say that although it has some shortcomings, but its huge advantages far outweigh these disadvantages.

2.2.3.11. Conclusion

In this section, we had highlighted some literature reviews related to the notion of role play teaching technique which is one of the several ways of getting students to speak and use the target language inside the classroom. We dealt with the different types of the role play, its importance, its significance in teaching speaking skill, the main procedures teachers should follow and take into account when deciding the role play, learners' feedback in the role play, the difference between such technique and simulation, and both teachers and learners' role in the role playing with shed lighting some important paramount shortcomings of this method. We find that most of researchers stress on the great impact of utilizing such tasks on promoting students' oral performances. Role play is of the popular innovative useful teaching technique that creates a non threatening atmosphere which helps learners to interact and practice the language with lessening their several effective filters that handicap their learning process.

2.2.4. Self-Assessment

Introduction

Over the last two decades, the active engagement of students in their own learning has gained a momentous attention in foreign language leaning as one measure of students' language performances. Contemporary approaches accentuate the students' training to monitor their own learning as almost of teachers likely tend to hold the right of the full ownership to assess their students' achievements. Many researchers indicate that self-assessment is beneficial to every learner since if it is implemented correctly; this technique would introduce changes to students' learning experience as it can promote their performances to be lifelong learners (Chappuis& Stiggins, 2002; Mc Donald & Boud, 2003; Ross, 2006; McMillan & Hearn, 2008). An appreciable amount of studies prove that self-assessment is a potentially valuable technique as students have the ability to evaluate accurately their performances and make valid judgments about what they have already achieved. Language researchers stress the importance of getting students involved in the assessment process which would help them to foster their learning abilities and understanding of how well they perform with a clarion to do the assessment.

2.2.4.1. What is Self-Assessment?

With the emergence of the communicative approach, there was a shift of focus and responsibility for language learning from teacher-centered to learner-centered learning. The learner was considered to own an effective and active chunk in the learning process (Anderson, Reinders & Jones-Parry, 2004). Such alteration has triggered a move toward alternative assessment. Researchers claim that although teachers ideally evaluate their students' performances, students also can be capable and effectual in judging and deciding about their achievements as indicated by Taras (2010) who has considered self-assessment as an effective teaching approach specially when

used formatively in order to strengthen and help students' learning progress and development. Researchers urge the need to remove the traditional power of teachers' realm in the assessment process and thought to integrate students in the assessment mechanism since it is a vital factor in language learning/ teaching process as it helps learners to enhance their capacities to evaluate their own achievements leading to its advancements. Klenowski (1995,146) defines as, "the evaluation or judgment of 'the worth' of one's performance and the identification of one's strengths and weaknesses with a view to improving one's learning outcomes". Andrade and Du (2007) further explains self-assessment as:

> A process of formative assessment during which students reflect and evaluate the quality of their work and their learning, judge the degree to which they reflect explicitly stated goals or criteria, identify strengths and weaknesses in their work, and revise accordingly (p.160).

According to Boud (1995, p. 12) citing himself, describes self-assessment as the process of "The involvement of students in identifying standards and/or criteria to apply to their work, and making judgments about the extent to which they have met these criteria and standards. (Boud, 1991, p. 5). The author indicates that engaging students in the process of identifying standards of judging the performance and engaging them in the phase of making judgments about the work are two prerequisites for the success of implementing such technique of assessment. Boud (1995) further points out that self-assessment technique necessitate two main correlative tasks. "First, the development of knowledge and an appreciation of the appropriate of the appropriate standards and criteria for meeting those standards which may be applied to any given work" (p.11). That is, making decisions about the standards of performance, Second, "the capacity to make judgments about whether or not the work involved does or does not meet these standards"

(p.11). That means making judgments about the quality of the performance in relation to the previous standards. Wride (2017) has indicated that SA as an effective approach that targeted to cover the three aspects presented in the following figure:

Figure4. Learning in self-assessment (adapted from Taras, 2010) as cited in Wride (2017, p. 03)

The author further explains the technique as follows:

> The term 'self-assessment' is used to cover all judgments by learners of their work: it is related to and incorporates terms such as 'self-evaluation' and 'self-appraisal'. There are several different purposes of self-assessment: to evaluate understanding of the content, to demonstrate the achievement of outcomes and goals and the self development of the learner. These three aspects of self-assessment are all inter-linked and will receive different emphases at different times during the process of learning.

McMillan and Hearn (2008) claim that students need to self-assess their performance "to know when they are learning, how much effort they must expend for

success, when they have been successful, when they are wrong, and which learning

strategies work well for them. Accurate self-evaluation enables students to see what they

have mastered and identify what needs further work" (p. 44). The authors explain self-

assessment as an ongoing process that comprises of the combination of three elements (as

shown in the following figure): self-monitoring, self-evaluation, and identification and

implementation of instructional correctives as needed.
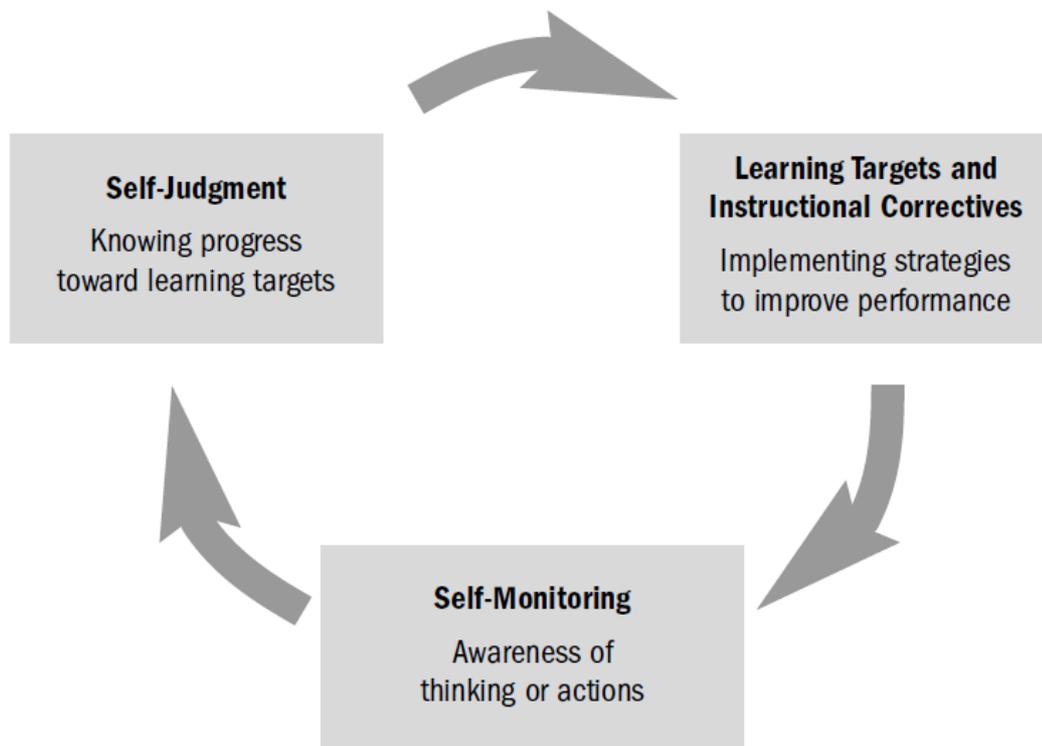
Figure 5. Student self-assessment cycle McMillan and Hearn (2008, p.41)

According to McMillan and Hearn (2008), self-monitoring phase is targeted to

raise students' awareness of thinking and their ongoing progress. Such process requires

students' engagement in a thorough thinking about their behaviors in relation to the

external factors. It deals with the identification of the work. The second phase, self-

judgment, involves engaging students in the process of identifying the standards of

assessments and making judgments to reach better results they want to achieve. These

judgments provide students with clear insights of what they already know about the

topic and what they still need to perform better. It stresses the importance of the identification of students' understanding. The third extremely important phase, identification and implementation of instructional correctives, requires the identification and determination of learning goals and targets in order to level-up and correct misunderstanding, and thus, promoting their learning. After identifying these instructional correctives, students go back and begin again with self-monitoring as explained by the authors in the following statement, "Once the appropriate "instructional correctives," as they are referred to, are complete, students resume self-monitoring" (p.42)

All in all, we can say that self-assessment is the technique that involves the active engagement of students in making judgments and in the assessment process as a whole.

2.2.4.2. The Advantages, barriers and issues in Using Self-Assessment in Teaching

In recent years, self-assessment has gained a significant and considerable attention in the field of foreign language learning and teaching as one of the assessment techniques to evaluate students' performances.

Many language researchers pinpoint that students have the ability to assess and make valid and consistent judgments about their performances (Ross, 2006; Race, 2001; Boud& Falchikov, 1989; Bachman& Palmer, 1989; etc) . Cyboran (2006) indicates that self-assessment helps learners to foster their responsibility for their learning as expressed by Brindly (1989) who stresses the advantageous role of this method in promoting students' responsibility and learning skills through emphasizing on "encouraging learners to determine their own objectives and to monitor their progress" (p.59). Benson (2001) also reports that integrating self-assessment technique in language learning proficiency increase students' awareness of their abilities and level

while assessing their language learning progress since the identification of students'
weaknesses during the assessment leads them to seek and consider the needed solutions
to improve such areas.

Chan (2010) claims that self-assessment is the technique that develops students'
autonomy and judgmental skills. It is the one that encourages them to critically reflect
their own learning and progress. Adapting such method enables students to be more
responsible for their own learning and increases their self- awareness of their
weaknesses and strengths. This is expressed in the following lines of the author who
points out that self-assessment is:

An assessment which allows students to assess their own performance. It can

be extremely valuable in helping students develop self-reflection, critique and

judgments and ultimately students learn how to be responsible for their own

learning.

In addition, self-assessment is considered as a key factor and a pillar for
promoting and increasing learners' autonomy and self-determination. Many researchers
report that SA technique is an essential part of autonomous learning (Gardner& Miller,
1999; Tudor, 1996). According to Harris (1997, p. 12, as cited in Javaherbakhsh, 2010,
p.2014), "one of the fundamental elements of self-directed language learning is the
opportunity given to learners to assess their own progress and thus help them to focus
on their own learning". Self-assessment is necessary as an important effective method in
assessment process for enhancing students' learning. According to Absolum et al,
(2009), as cited in Joyce, spillet& Twist, (2009), the implementation of SA raise
students' motivation and increase their abilities and the sense of independence due to
the fact that when they self assess their own performance, they become more able to
interpret evidences, recognize qualities, bridging their own work with the target one

through closing the gap existed between the two. Joce et al, (2009) stress the importance of this assessment technique as it leads students to take their own responsibility for their own learning through enabling them to self-monitor, self correct , and exploit the descriptive rather than evaluative feedback including the one from their peers which can be fruitful and powerful rather the one of their teacher. This feedback boosts them to self-judge and make relations between their work and the comments included in the feedback.

According to Ivanic (1988) and Moss (1995) as cited in Ecclestone & Derrick (2008) who regards , " the development of self-assessment capabilities as a product of the search for authentic 'performance', in which a teacher may take the role editor or facilitator or trusted critic, and help the creative process through promoting self-assessment" (p.34). That is, SA is a crucial effective component of learning process where students gain and increase their autonomy in which they become more aware and use without the interference and help of the teacher the different skills they have been taught in real life contexts.

Ross (2006) further explains how self-assessment contributes to learning based on the social cognition theory (Bandura, 1997). He reports that the use of such teaching technique increases students' achievements and contributes to the reduction of their disruptive behaviors. He explains his research evidence using the following figure adapted from J, Ross et (2002-a).
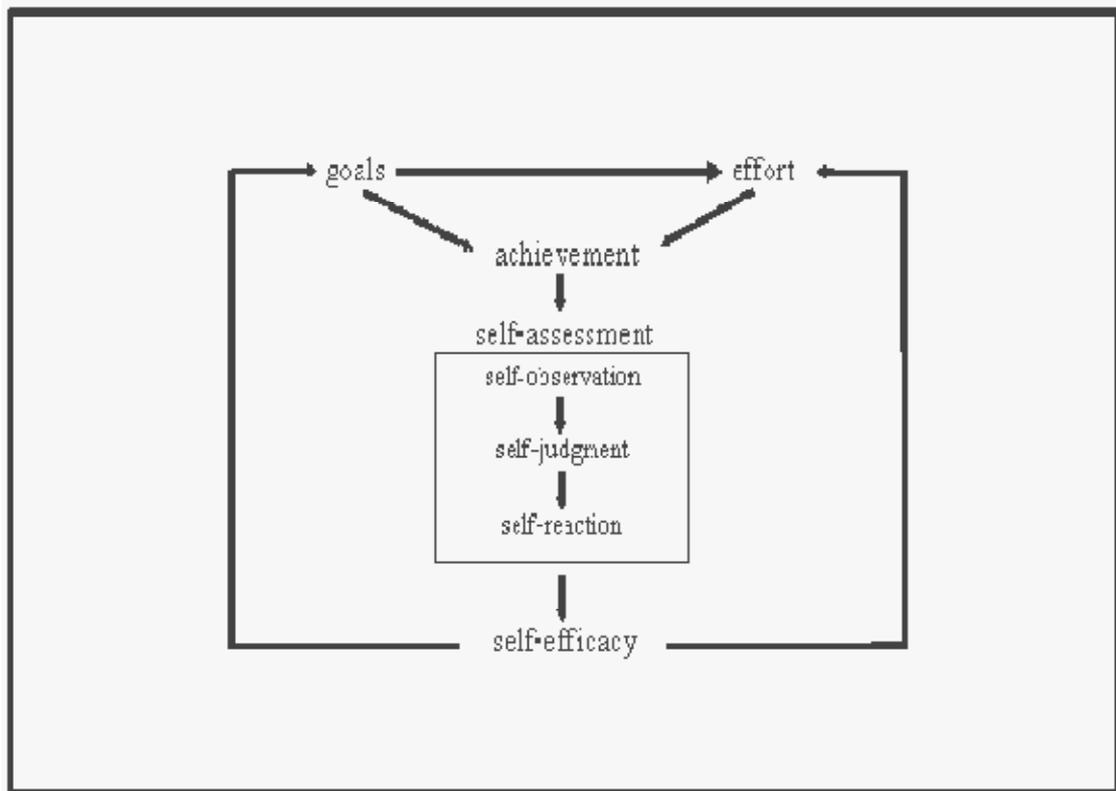
Figure 6. How Self-Assessment Contributes to Learning (adapted from Ross et al., 2002) as cited in Ross, 2006 (p. 6)

According to the author, self-assessment covers three processes that self-regulate students use to both observe and interpret their behavior starting with self-observations through a careful attention and concentration on particular features of their performance in relation to their own subjective criteria of success. Second, they make self-judgments to decide to what extent their specific and general goals are met. Then, they make self-reactions and interpretations of the degree of their goal achievements that show to what extent they are satisfied with the outcomes of their actions. Bandura (1997) points that training students to self-assess their performances is crucial part that has a great influence on students' self-assessments through making them consider particular aspects of their behaviors and performances as the different components of the designed rubric, redefining the standards they depend on to decide to what extent they are successful or not as the different levels of the rubric and structuring teacher feedback to reinforce all

the positive reactions to the accurate recognition of successful performance. Therefore, all of these training self-assessment impacts lead students to be more likely to interpret their performances as a mastery of experience, the most powerful source of self-efficacy information. Such training also increases the sense and beliefs of students' self-efficacy. That is, students who perceive themselves to have been successful when achieving current tasks are more likely to believe that they will be successful in achieving similar tasks likely to be encountered in the future. Many other studies examined the effect of self-assessment method on EFL learners' self-efficacy accompanied with a specific training and the needed feedback (Oscarson, 1989; Baleghizadeh& Masoun, 2013). They indicate that students' level of self-efficacy is improved significantly along with applying regular self-assessment as a formative assessment over time. Students show more willingness to learn English as a second language when assessing themselves on a regular basis.

Furthermore, according to Dickinson (1987), self-assessment technique enables students to self-monitor their own learning, performance, level and comprehension to get information about their own learning and progress. He believes that enabling students to self-monitor their own learning helps them to develop their knowledge and level via a conscious control and develop metacognitive skills and awareness. Cooper (2006) indicates that such method promotes students' abilities for critical thinking with developing their metacognitive skills in which they become able to adjust their performances and behaviors so that they enhance their quality of their work. The same was illustrated by Vygotsky (1962) in the following lines cited by Muñoz and Alvarez (2007)," Self assessment promotes critical thinking. When teachers allow their students to self-monitor, they foster their students' understanding and management of cognitive

processes, and also helps them develop knowledge through conscious control over that knowledge or develop metacognitive awareness of knowledge and thought" (p.6)

Gardner (1999) as cited in Abu-Rahmah and Al-Humaidi (2012) further summarizes the benefits of implementing self-assessment technique in the following points:

1- Individualization: Self-assessment helps students monitor their individualized progress through raising their awareness and knowledge about how they are learning.

2- Reflection: SA helps students to reflect upon their learning techniques and materials.

3- Motivation: SA increases students' motivation which in turn promotes their confidence and engagements towards success.

4- Evaluation: SA can contribute to formal assessment requirements although there still some doubts in using such technique formally in the classroom.

5- Monitoring: SA helps students to monitor their language proficiency when doing and completing tasks.

6- Support: The implementation of such technique enables students to identify their weaknesses and special areas that need support and help to be promoted.

7- Accreditation: Self-assessment is a tool for accreditation which can be of benefit to institutions. It can provide the needed evidence for adequate use of resources as funds, equipments and teachers' time.

Hernandez (2010) has pointed out the benefits of integrating self-assessment technique in teaching for academics. In addition to the great advantages of such method for students, he has claimed a number of crucial benefits that help teachers to facilitate and make learning better and more useful. The author lists them in the following points:

- ❖ Self-assessment an efficient and effective technique to monitor students progress at regular intervals

- ❖ It reduces the time teachers spend in assessing students' works.

- ❖ It also reduces the teachers' assessment workload

Leach (2012, p.139) as cited in Michael Wride (2017, p.6) presents a number of benefits, along with some barriers in implementing self-assessment technique in the following table:

Table 4

Benefits, Barriers and Issues Associated with Self-Assessment (Leach, 2012,p. 139, as Cited in Wride, 2017, p. 7)

Benefits	Barriers and Issues
Enhances learning, including deep and lifelong learning	Some students are reluctant to self-assess; they feel they lack the necessary skills, confidence or ability to judge their own work
Prepares students for their role in participating in a democratic society	Students prefer and expect to be assessed by experts and see it as the teachers' responsibility
Makes students feel that they have some control over their own evaluation	Students are afraid of being wrong or are too harsh on themselves and are uncomfortable with the responsibility
Develops learner autonomy, cognitive abilities and metacognitive engagement	Students do not like it and do not see benefit in it
Promotes active engagement with learning	Students cannot be bothered arguing that they have 'enough to think about as it is'
Promotes better understanding of content and increased quality and thoughtfulness on Assignments	For some students cultural issues impact on self-assessment because giving themselves a good grade is considered inappropriate or boasting
Alleviates student anxiety and eases student– teacher conflict by demystifying the grading process	Who is the 'self' in 'self-assessment'? It involves one part of the self assessing another part of the self's actions and outcomes - 'it raises some deep questions about the nature of the self, self-awareness and self-monitoring'
Enhances personal or intellectual development or social competencies	Encourages the internalisation of accountability and maybe linked to notions of surveillance and social control

In addition to the aforementioned barriers and issues in implementing self-assessment technique presented by Leach (2012), other researchers as Lim (2007) and Muñoz and Alvarez (2007) stress the importance of students' training to self-assess their performance in order to avoid the common problems that face the ones without experience in self-assessment process as:

➢ The lack of objectivity of the assessment since personal feelings may interfere and involved during the assessment (Dickinson , 1987)

➢ The lack of validity and reliability about their performance.

➢ The lack of understating of the assessment process

➢ Hesitation and reluctance to do the assessment which they believe it is a teacher's job.

2.2.4.3. Making Self-Assessment More Useful

According to Rolheiser (1996) as cited in Ross (2006), the utility of self-assessment is based on taking into consideration the four dimensions in training students how accurately self-assess their works so that they improve their skills and accelerate their learning process. Thus, In order to help teachers to integrate self-assessment technique in teaching classes, Rolheiser (1996) as cited in McMillan and Hearn (2008) has pointed out a growth scheme for teacher implementation of stages of self-assessment in which four stages are identified as shown in the following figure:

Table 5

Growth Scheme for Teacher Implementation of Stages of Student Self-Assessment.

Adapted from Rolheiser (1996) as cited in McMillan and Hearn (2008, p. 47)

	Stage 1 ➡	Stage 2 ➡	Stage 3 ➡	Stage 4
Level of Implementation	*Establishing Criteria*	*Teaching Students How to Apply Criteria*	*Providing Feedback to Students on Application of Criteria*	*Setting Learning Goals and Strategies*
Beginning	Criteria given to students for their reaction	Examples of Applying criteria given to students	Teacher provides Feedback	Goals and strategies determined by teacher
Intermediate	Students select criteria from a menu of possibilities	Teacher describes how to apply criteria	Feedback provided by both teacher and students	A menu of goals and strategies is provided by the teacher
Full	Students generate Criteria	Teacher models how criteria apply	Teacher engages students in justifying their feedback	Student constructs goals and strategies

As reported in the above figure, at each stage of the self-assessment

implementation process, initiating and moving directly towards the different levels of

teacher and student involvement gradually provides students with less structure and

specific direction with giving them responsibility and freedom for their own work. In

the first stage, students get involved in the process of deciding and defining the criteria

to be used in the assessment where they often asked to jot down and brainstorm ideas,

discuss with teachers to come to final specific criteria that are immediately applicable

and moderately difficult. This early stage also requires students' language use in

labeling and describing the selected criteria. Thus, in the assessment process, students

should be involved in the construction of the assessing scale used to assess their

performances. Defining together the criteria of assessment will certainly increase both

reliability and validity of the designed rubric used in the assessment. Hence, teachers

should use intelligible and understandable language to students, address only the

competencies that are familiar to students include performances aspects students

comprehend and consider to be the most important. Second, teaching students the way

how to apply the criteria they decide about is another key factor that ensures the

credibility of the assessment process because when the teacher explains each criterion

and elicits how to use it, students understand clearly the process and become aware of

each aspect will be assessed. Thus, once students and teacher determine the criteria, the

teacher shows the way how to apply such criteria to make adjustments and evaluate

their works. Providing samples of evaluated works help students to visualize an

comprehend more the process where they can apply and use the criteria to self-assess

their performances. The other third important dimension that should be taken in

students' training process to self-assess their works is giving feedback concerning the

quality of their application of the criteria for the assessment that bridges and matches

the students' self-assessment with teacher feedback and appraisal with peer assessment

of the same work using the same criteria. The last dimension is to help and train

students to promote individual objectives and specific action plans. At the beginning,

the teacher decides the goals and strategies for students; eventually they construct and

design their own specific ones with the help and guidance of the teacher. Students'

setting goals by themselves has a great vital part in developing their achievement' level

since such objectives are specific attainable with great effort. Hence, teachers fully

incorporate self-assessment into their teaching during the third and fourth stages when

they can provide their students with feedback about their self-assessment and future

instructional goals and learning techniques.

2.2.4.5. Conclusion

This section summarizes literature reviews concerning the implementation of self-assessment technique in teaching. It presents the most important barriers, issues and advantages of the technique with highlighting the main strategies to make it more useful. Integrating self-assessment technique in teaching has broken down the traditional views of language indicated that teachers are ideally placed to assess accurately students' works. Many studies have argued that students are also able to provide valid and reliable assessment scores about their performances as they can be highly consistent in their self-assessment. They have justified that when students self-assess their works, they frequently have built a clear idea and perception of how well they are performing. By doing so, they become more aware about their strengths and weaknesses that should be taken into considerations for further improvements. However, integrating such technique in teaching process needs more cautions and instructional input with a crucial explanation and involvement of students in the process with an urgent need for teachers' training on how to implement such effective technique in the classroom to enhance students' learning outcomes with an extreme focus on the huge advantages of the method.

Chapter Three: Research Methodology

3.1. Choice of the Method

The principal concern of our research is targeted to test and verify our hypothesis which investigates the effectiveness of integrating authentic materials in enhancing student' English oral performances as a foreign language at batna-2 University. In order to collect the data required for the study, the use of an experimental method is required to try to establish a possible relationship between students' oral performance being the dependent variable aimed to be developed and the independent ones (the use of authentic audio-visual materials, role-plays and students' self assessment).We are aware that research results gained from the simple use of an experience would be insufficient to make recommendations or even to attempt a solution to the problem. Therefore, we have thought by integrating opinions and viewpoints held by our subjects being teachers and students instead in the investigation. This can be better achieved through the use of a descriptive study where to understand the actual situation of teaching/learning oral skills. By doing so, we can say that our methodology requires a combination of two methods being a descriptive and experimental. We believe that this would add sufficient substance to our research findings especially through the triangulation of the data obtained in the field.

3.2. Data Gathering Tools

The problem under investigation and the use of a mixed research methods (the descriptive and experimental methods) lead us to use different data gathering tools. Due to our research' focuses on describing the sample's opinions and perceptions towards the issue; a direct friction with our respondents is highly needed. Being ourselves an oral expression teacher in the English department facilitates an easy and permanent contact with the targeted population. In addition, some subjects may not answer freely the given questions to reveal their own viewpoints with the presence of the researcher.

Moreover, due to time constraints, we have planned to select among the data gathering tools the less timing consuming ones.

By taking into account these factors, we believe that the use of a questionnaire for both oral expression second year students and teachers at Batna-2 University is among the suitable tools for procuring their opinions, attitudes, and perceptions about the issue. In addition, respondents' views will help us to understand more clearly the problem and collect information especially from the experienced teachers that strengthen our research credibility. Besides that, given the private and individual type of information students would like to express, we saw it appropriate to administer a questionnaire for this aspect of the issue. Indeed, respondents might have more to say when they are given the chance to describe the learning situation they exclude in with no sense of being directly controlled. The presence of the researcher lessens the possibilities to extract authentic ideas students have as these latter may wish to have his/her approval while answering the questionnaire.

Furthermore, the researcher needs to assess students' levels and their ongoing progress on the basis of their performances in the classroom. The fact that our main investigation relies on an experiment, an observation of students' reactions to the authentic materials is highly tended to check whether and to what extent there is a cause/effect relationship between the dependent and independent variables. One of the best ways to do that is through an observation checklist. Thus, along the different phases of the experiment, an observation checklist was designed by the researcher using the same scoring scale used along the experiment to check and evaluate students' levels and their ongoing progress on the basis of their interaction and performances in the classroom. This enables us to pinpoint any progress and single detail throughout the whole experiment which might not have been already considered.

The researcher further aimed to ensure the reliability of her scores, results and obtained data of the different tests she administered. Therefore, as we believe that students are more likely to give inflated impressions about their level and performances, by the end of the experiment, the researcher provides them with a checklist including a number of "I can" statements which explain what they are able to do and master what they already have learned in order to check to what extent they mastered the learning objectives they have dealt with during the different phases of the treatment. In addition to that, the researcher provides her students with the rubric she designed to assess their oral performances and explains the given rating scale and the different criteria of the speaking skill. Then, she asks them to record their own speaking using different software tools generally mobile smart-phones; re-listen their recording performance, and self-assess it using that rubric she gives them. By doing that, the researcher can check the extent to which her assessment scores are nearer and similar to the ones of her students which determine the reliability of her scores and results.

3.3. Population Investigated and Sampling

3.3.1. Population

Nine teachers of Oral expression and (922) second year students of English at Batna-2 University form the population of our investigation. We anticipate that second year students have dealt with the different facets of the foreign language that constitute the speaking skill such as linguistic background, pronunciation, fluency, and accuracy. Nevertheless, the pilot study we conducted revealed that they still encounter difficulties in mastering the aforementioned competencies and in putting them into practice to generate a better oral performance. Having noticed that second year students are still in need of more acquaintance with the foreign language and its speaking skill gave us the ultimate conviction that dealing with this topic on first year students would not be

advantageous. For these main reasons, we have excluded first year students of our population. The fact that our long-term objective is to make recommendations in terms of future improvements, we think that third year students would not fit our population as they are leaving the department. Therefore, we believe that this work would be better exploited if conducted on second year students who still have a chance to benefit from its results during their third year.

3.3.2. Sampling

Since we cannot work on the whole population of (922) second year students of English at Batna-2 University, we choose a representative sample that enables us to conduct our study. We opted for a sample that ensures the selection of our subjects based initially on their achievement' level in oral expression module as the primary characteristic. Thereof, after examining different sampling techniques, the chosen one in our research is the systematic. The latter ensures the presence of not only the primary characteristic but expands to secondary ones as age and gender. In this way, all the characteristics of the proportion will be adequately displayed by the sample. So, we classify our students according to their achievement' level in oral expression module, then we select (100) of them systematically (10%) at regular interval (elevation factor) of every 9th person. After that, we divide the sample into two groups of 50 students following the same procedures to form the experimental group and the control group. However, unfortunately only thirty six (36) students in each group attended the courses. We asked the administration for those who were absent all the time and we are informed about their absence in all the other modules as they quit their study maybe due to their preoccupation with other studies other than English.

3.4. The Pilot Study

We have conducted a pilot study aiming to examine whether second year LMD students encounter difficulties in oral expression module and fail to perform better orally during the academic year 2015-2016. We administered two questionnaires to both second year oral expression teachers and second year LMD students at batna-2 University. We asked the students about their attitudes towards their oral performance and their perceptions towards the use of authentic materials during oral expression module. We also questioned the teachers about their students' speaking skills and their ways of teaching oral expression. Our study gave us insights onto the situation and made assert that second year LMD students indeed have a problem in speaking and have a low oral proficiency to master the different components of the speaking skill. Our pilot study revealed that the problem really exists and it needs an urgent suggested solution.

3.5. Limitations of the Study

The investigation of our research has a number of limitations. First, all second year students are restricted with an administrative fixed time table; therefore, it is uneasy for the researcher to find free available rooms to plan for extra sessions that fit all the groups. Moreover, the lack of sufficient related books and journals on the oral aspect of English compared to the written ones restrains the investigator to write a comprehensible rich literature review version since some of the available ones are not typically adequate for our research. The researcher also encounters difficulties with large class size that does not allow the same opportunity for each student to speak using the target language. The presence of some timid students who refuse to interact with their teachers and their classmates, also handicaps the researcher to get more data.

3.6. The Experiment

3.6.1The Pre-Test

First, we designed a pre-test for both groups (the experimental and the control group) to determine their entry level in oral English and to ensure that both samples are of the same comparable language abilities having the same initial level. The pre-test ensures the equivalence of two groups before the study started. It is intended to give a clear idea about our targeted samples' actual level of their oral language proficiency and checking how accurately they develop the conversation. We also aimed to know whether or to what extent they master the different facets of the speaking skill and how well they perform and convey appropriately a message using the target language.

Being ourselves an oral expression teacher in the department facilitates a direct contact with our subjects and even easies the conduct of our experiment. The teacher suggests different topics of general interest for the candidates to discuss which are: their daily life in the university, the educational system in Algeria, friendship, one's hometown, free time activities, believing in dreams, and the Internet and social media and its impact on learning English, polygamy, violence against women, and Islamophobia. After that, the participants are called one by one and asked to present a short talk of three minutes about pre-selected topic. While they performing, the researcher fills a rating scale to assess learners' different facets of the speaking skill that are: grammar, pronunciation, fluency, vocabulary, and comprehension.

3.6.2. After the Pre-test

On the light of our experimental design and the data we want to obtain, the researcher designed various courses for the experimental group to evaluate the significance of incorporating authentic materials to enhance learners' oral performances. We opted for different audiovisual aids as authentic language inputs using the data-

show to display like pictures, audio tapes, and videos. In addition, we managed to expose and integrate learners in authentic role plays; thus, we prepared authentic sceneries downloaded from the internet. We also designed courses to make them record their own speaking and self-assess their performances after being exposed to the previous aids. All the different prepared tasks will be different from the ordinary ones in terms of themes, objectives and procedures. By doing so, we aim to discover if our experimental sample can acquire and develop their speaking and make them closely contact the native speakers to enhance their comprehension of the real meanings of different real world situations held by the natives.

In each lesson and before exposing learners to the new adopted authentic material, the researcher makes a warm up to create an appealing atmosphere meant to bring them into the learning situations. After the exposure to the selected aids, we ask students related questions about the topic in order to assess their gist comprehension and even looking for special details with explaining the new lexis if they appeared and making them aware of the new native cultural contexts that seem different from their own ones. We also designed post consolidation activities within the end of the lesson. Throughout the experiment, we try further to pinpoint the effects of the implementation of such language inputs on increasing students' cultural awareness and motivation to deal with authentic language materials regardless of their difficulty and complexity of the presented lexis. Furthermore, we try to give all the learners equal chance to participate and express their opinions with encouraging those who refuse to interact through integrating them in the class tasks.

In the meanwhile, the control group is taught without integrating these innovated materials using the old traditional contrived methods in which learners talk and interact freely about the given topic without any authentic real exposure of the

target language. By teaching the speaking skill through incorporating and exposing learners to different authentic materials, we wish our experimental students increase their comprehension and awareness of the foreign language' cultural dimensions. We also aimed to enrich their lexical backgrounds and acquiring new grammatical structure, vocabulary items, and enhance their language' speaking accuracy.

3.6.3. The Progress Tests

Throughout the experiment which lasts three months during the academic year 2016-2017, progress tests are administered so that the researcher can level up the extent of students' oral improvements and to see how much of what has been taught has been grasped and learned. The experiment is divided into three phases based on implementation of the three new independent variables (authentic audiovisual aids, students self speaking assessment, and authentic role play) aiming to check their impact on students speaking skill, and by the end of each series of the designed courses covering each phase of the experiment, a progress test is administered in the form of diagnostic tests and students are asked to discuss and analyze the given questions. Meanwhile, the researcher assesses the main aspects of student's oral performance that are producing a fluent and accurate vocabulary, pronunciation, grammar, and their comprehension level. These progress tests will enable us to look for not only the aforementioned aspects but also evaluating students' authentic language output.

3.6.4. The Posttest

The purpose of the posttest is to assess the learners' abilities in speaking toward the end of the investigation to compare the results of both experimental and control groups. The researcher uses a variety of activities and prepares a set of tasks to evaluate learners' oral components using a specific scoring rubric. Students are asked to respond to the given questions, propose solutions, and expressing opinions about topics of

general interest with describing authentic pictures. After that, the results are compared and analyzed to gauge learners' progress towards the treatment, and to determine the significance of incorporating authentic materials in teaching speaking skill. At the end, the final interpretation of all the data is provided in the following chapter.

3.6.5. Oral Performance Assessment (the rating rubric)

To know the improvement of our students' speaking performances has been made after being treated by some authentic materials, we use a speaking test aiming to discover how well our subjects accurately convey their messages using organized ideas, appropriate grammar structure and vocabulary. We also want to know how fluently they speak and how comprehensible their pronunciation is. Therefore, we rely on the following rating rubric that focuses on the following five scopes:

3.6.5.1. Vocabulary. The ability to use accurate and appropriate diction when communicating with others. It also concerns with the range and the variety of vocabulary with the right use of accurate lexis to convey a message.

3.6.5.2. Grammar. The ability to construct, manipulate, and arrange grammatically correct sentences in conversation.

3.6.5.3. Pronunciation. The ability to produce clearer and understandable language when speaking using a correct sound segmentation, intonation and stress.

3.6.5.4. Fluency. The ability to express fluent and smooth speech, and combine the items in English without hesitations and strains. Students are not asked to produce speech rapidly using the same rhythm as the natives do, but they have only to follow a normal speed and clear logical continuity. That is, they should follow both normal speech rate and continuity.

3.6.5.5.Comprehension. The ability to understand and detect the right meaning in normal educated conversations and speech.

The following is a sample of the speaking rating rubric used in our research to assess learners' oral proficiency during the pre-test, the phases of the experiment, and the post test. It shows more details about the speaking components and the rate between one (1) to four (4) attributed for each of the criteria that will be assessed separately during the experiment. Then, students' performance will be given a final average mark. In addition, we designed an observation checklist to have clear continuous information throughout the whole experiment and to pinpoint any single detail in students' oral performance within the treatment.

Table 6

The Speaking Rating Rubric

Speaking Components	Levels of Ability Score	Indicator and Interpretation
Vocabulary	Excellent (4)	*Almost no inadequacy or inaccuracy *Uses a wide range and appropriate vocabulary * Very interesting answers.
	Good (3)	*Sometimes inadequate or inaccurate * Generally uses correct and appropriate vocabulary, but there are times where inadequate and incorrect vocabulary is used
	Moderate (2)	*Uses basic and just adequate vocabulary to answer
	Poor (1)	*Inappropriate and inadequate vocabulary that affects the understanding *Limited ability in using vocabulary *No variety of vocabulary used *Difficult to communicate and respond
	Very Poor (0.5)	*Sometimes no attempt and response *Repeated very few items *Irrelevant answer
Pronunciation	Excellent (4)	*Accurate, clear, and correct pronunciation *Most of pronunciations are correct or no mistake is made *Phonetically correct *Sounds like a native
	Good (3)	*Inaccuracy of pronunciation does not impede understanding *Incorrect pronunciations sometimes, and some mistakes made in stress, sound segmentation and intonation but the message is understandable. *Comprehensible response and occasional errors
	Moderate (2)	*The response can be understood but sometimes frequent errors may confuse the hearer that involves guessing the gist

	Poor (1)	*Inaccuracy of pronunciations makes the understanding almost impossible *Incorrect pronunciations most of the time with a lot of mistakes which interfere with comprehensibility.
	Very Poor (0.5)	*Sometimes no attempt and response *Most of words are incomprehensible and contain errors *Irrelevant answer
Grammar	Excellent (4)	* No grammatical errors * Consistently uses correct grammatical structures most of the time and self-corrects without hesitancy
	Good (3)	*Few errors but do not impede communication *Uses incorrect structure sometimes but understandable *The grammatical inaccuracy does not impede the understanding
	Moderate (2)	*The answer can be understood with the occurrence of some frequent grammatical errors
	Poor (1)	*Grammatical inaccuracy makes understanding and communication almost impossible *Often uses errors in basic structure
	Very Poor (0.5)	* Sometimes no attempt and response *Most of structures are incorrect
Fluency	Excellent (4)	*Constant speaking speed, natural, quick, continuous, and smooth flow *Speaks consistently without stuck, pauses, and difficulty. *Uses finished sentences with complete content and natural pauses.
	Good (3)	*Speed of speech seems affected by some language problems. *Pauses made, not smooth speech sometimes *Occasional hesitation searching for words. *Has slight difficulty and minimal pauses.
	Moderate (2)	*The speaker hesitates, halts, and take time to think and translate before responding but able to communicate ideas.
	Poor (1)	*Very often speech is slow, not smooth, hesitant, and forced silence by language limitations. *Frequent pauses made, and unfinished sentences made which causes missing or incomplete meaning
	Very Poor (0.5)	* Sometimes no attempt and response *Taking long pause searching for words *Constant translation and unable to communicate ideas.
Comprehension	Excellent (4)	*Understands the target language effectively
	Good (3)	*Shows the ability to understand everything in normal educated conversations
	Moderate (2)	*Can understand the target language but only when spoke at normal rate of speed with frequent repetition and rephrasing what is already said
	Poor (1)	*Does not seem to understand the target language
	Very Poor (0.5)	* Sometimes no attempt and response *Needs repetition and paraphrasing all the time

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3.7. Data Analysis Procedures

To examine the cause/effect relationship between the use of authentic materials and the development of students' oral performances, both quantitative and qualitative data are required. To manipulate these data, statistical techniques are needed. In addition, due to our research use of the experimental study to assess the effectiveness of the treatment, the statistical 'T'- Test technique of the data analysis will be used. It aims to measure and analyze learners' variance to test the significance of using and incorporating the different adopted authentic materials to improve their speaking skill. The hypotheses were tested with a summation of all the scores on three authentic independent variables (audiovisual aids, recording learners own speaking, and role play) used for evaluating the significance of the treatment. The obtained results from the 'T' Test of both groups are then grouped, compared in their mean achievement and analyzed using the SPSS programmer to check whether their oral performance is affected positively or negatively by the aforementioned authentic variables.

3.8. The Questionnaires

A combination of quantitative and qualitative methods is used to administer and examine the given questions. We think that designing a questionnaire may help learners to be more comfortable while answering and expressing their views in writing. In addition, all the respondents are informed that their contribution and answers would be used only for the sake of research. Being ourselves a teacher in the English department ensures an easy access to the targeted population to fill the research questions. Our presence further helps us to detect any complex, difficult, and ambiguous concepts and items appearing in the given questionnaire. We also think that teachers' opinions will add more credibility to our research: thus, we designed a questionnaire for the participants if the experimental group to procure their attitudes and viewpoints towards

the present way of teaching and the need for integrating the non-teaching authentic

materials inside the classroom to enhance students' speaking skills.

Chapter Four: Field Work

4.1. The Experimental Study

This part deals with the most important practical phase in this research which describes the implementation of an experiment that is conducted to examine the efficiency of authentic materials' utility and usefulness in oral expression classes to enhance students' speaking performances. The participants of the study were 72 second year LMD students of the English department at Batna-2 University. We opted for a sample of (100) participants divided into both experimental and control groups (50 for each group). However, unfortunately only (72) students attended the courses. We asked the administration for those who were absent all the time and were informed about their absence in all the other modules as they quit their study maybe due to their preoccupation with other studies other than English. (36) Thirty six of them formed our experimental group who were exposed to authentic materials for a total number of twenty seven (27) hours (three hours per week) with other five sessions for testing their speaking performances.

Actually, students' motivation and administration' aids contributed greatly and significantly to the achievement and completion of the experiment in the expected period and deadlines to complete the program outlined by the researcher.

The researcher used their own materials when teaching as laptop and earphones and for enabling our subjects to see clearly the computer screen clearly, the laptop was configured with a data-show to make the materials more legible and audible.

4.1.1. The Planned Schedule for Collecting the Data

Table7

Teaching Oral Expression Schedule

Hours	Procedures for the Data Collection
	First contact with students and general orientation
	The pretest
03	
03	**Teaching using authentic audio-visual materials**
03	
	The First Progress Test
03	
03	**Teaching using authentic role plays**
03	
	The Second Progress test
03	**Teaching students using different authentic**
03	**materials and make them self assess their speaking**
03	**skill**
	The Third Progress test
	The Posttest
	The Administration of Students' Questionnaire

The experiment stretched from March to May 2017 with a set of make-up sessions to complete the designed program. As illustrated in the above table, after assessing students' speaking skill in the pretest, they were exposed to different audio-

visual authentic materials for three sessions of three hours of each. Then, they were taught using authentic role-plays for other three sessions and at last, they self-assessed their own speaking skill after being exposed to different authentic aids during other three sessions. The researcher took the advantage of audio-recording devices to record students' speaking after checking that all students had smart phones or any device used for recording. The researcher ended the experiment with a posttest to assess her students' final achievement level and to see to what extent our treatment entailed positive results in making students perform better orally. The experiment also included three other progress tests at the end of each teaching phase. The researcher further administered two questionnaires for both teachers and students of the experimental group to procure their viewpoints concerning the study under investigation. The data collected from the study were analyzed using the SPSS program (Statistical Packages for Social Sciences) and students' scores of both groups were compared using t-test to indicate the effectiveness of the treatment.

4.1.2. The Phases of the Course

The lesson plan or the course includes three steps. The first phase is a warm up or pre-speaking (pre-listening, if it is an audio, or viewing, if it is a video) in which the researcher introduces the topic of the lesson in a way that creates motivation and enthusiasm to introduce the following phase with explaining the main new lexis. An example of these activities is pictures' interpretation. The second phase is while-speaking where students are exposed to the selected materials. It needs attention and careful listening/viewing to answer the following tasks as comprehension questions and gap-filling. The last phase is post-speaking which provides optional further tasks after checking students' answers as classroom discussions, group works and role-plays to extend the theme of the lesson or the selected material.

4.1.3. The Reliability of the speaking scale

Reliability is one of the most significant components and characteristics of test quality as it is the sign of consistency. According to Wells and Wollack (2003), test reliability is "the consistency of scores students would receive on alternate forms of the same test" (p.2). To generate reliable results in our research, we checked to determine the reliability of our oral test before administering it to our participants. Hence, we thought to run a pilot test with a small sample of students of the same level to check the reliability of the items using Chronbach coefficient via SPSS package. The designed speaking test had been piloted among ten second-year students before its administration to our students engaged in the treatment. The following list includes students' scores followed by reliability statistics using SPSS.

Students' scores

Table 8

Students' Scores to Determine the Reliability Of the Speaking Scale

Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
1,00	1,00	1,00	1,00	1,00
2,00	3,00	2,00	2,00	2,00
3,00	2,00	2,00	3,00	2,00
4,00	3,00	3,00	3,00	3,00
4,00	4,00	2,00	4,00	3,00
4,00	3,00	3,00	3,00	4,00
2,00	3,00	4,00	4,00	4,00
,00	,00	1,00	1,00	,00
1,00	1,00	1,00	2,00	2,00
2,00	2,00	3,00	3,00	3,00

Reliability statistics

Table 9

Reliability Statistics

CronbachAlpha	Number of elements
,939	5

As reported in the above table, the performance of Cronbach Alpha yields that the test's five components (fluency, grammar, pronunciation, vocabulary, comprehension) are internally consistent at α =,939. Hence, this test would inevitably entail reliable results that might help in inferring authentic conclusions.

4.1.4. The Experiment:

4.1.4.1. Results of the Pretest

The first initial step in our experiment before receiving the treatment is the pretest which is targeted to give a clear idea about our students' of both groups' actual level of their oral language proficiency and checking how accurately they develop the conversation. Thus, the researcher interviewed each student of both groups individually through giving them questions about a given topic and asked to answer in two or three minutes. While they were performing, the researcher assess their speaking based on the designed analytical rating scale that includes the five facets of students' oral performances that are: grammar, pronunciation, fluency, vocabulary, and comprehension with a given rate ranged between one to four attributed for each criterion that will be assessed separately during the experiment.

4.1.4.1.1. Scores of both groups in the pretest

4.1.4.1.1.1. Experimental group' pretest scores

N ⟶ Numbers of the participants

ΣX ⟶ The sum of scores

X ⟶   the average of scores

Table 10

Experimental Group' Pretest Scores

Experimental Group	
N	**Pretest Scores**
01	01
02	02
03	01
04	01
05	02
06	03
07	03
08	03
09	02
10	03
11	03
12	01
13	01
14	03
15	01
16	01
17	01
18	02
19	02
20	01
21	03
22	03
23	02
24	01
22	01
26	02
27	03
28	01

29	03
30	03
31	02
32	02
33	03
34	01
35	01
36	01
ΣXe	69.00
Xe	1.91

4.1.4.1.1.2.Control group' pretest scores

Table 11

Control Group' Pretest Scores

Control Group	
N	Pretest Scores
01	01
02	01
03	01
04	01
05	02
06	01
07	03
08	02
09	03
10	02
11	03
12	01
13	03
14	01
15	02
16	01
17	02
18	01
19	03
20	02
21	01
22	01
23	03

24	01
25	03
26	03
27	02
28	02
29	01
30	03
31	03
32	02
33	01
34	01
35	02
36	02
ΣXc	67.00
Xc	1.86

It can be seen in the above two tables that the scores of both experimental and control groups are too far of being ideal. The findings reveal that students' performances are rated below the average. The above figures indicate the obvious weaknesses of students of both groups to perform better orally. Their scores differ from one component to another as they encountered difficulties not only in grammar and pronunciation but in all the different criteria even comprehension since some of them fail to understand clearly the language and the message transmitted. The data further signifies students' poor oral skills that need an urgent innovative technique and solutions.

The table below clarifies a comparison of the pretest scores of both groups which indicates a relative similarity of the two scores. It is also graphically illustrated in the below figure:

Table 12

Means of Scores on the Pretest for Both Groups

Groups	Pretest Mean
Experimental Group	1.91
Control group	1.86
Differences in the means	0.05

It is apparent from the above table that the means of both experimental and control group before receiving the treatment are very close inspite of the tiny gap or little bit difference in the means of (0.05) in favor of the experimental group. The scores illustrate that the experimental group performed nearly the same as the control group with a difference in the means of only 0.05. This ensures the equivalence of two groups before the study started and signifies that both samples are of the same comparable language abilities and have the same initial level. Hence, any change and further over scoring will be due to the impact of the experimental independent variable (the use of authentic materials).
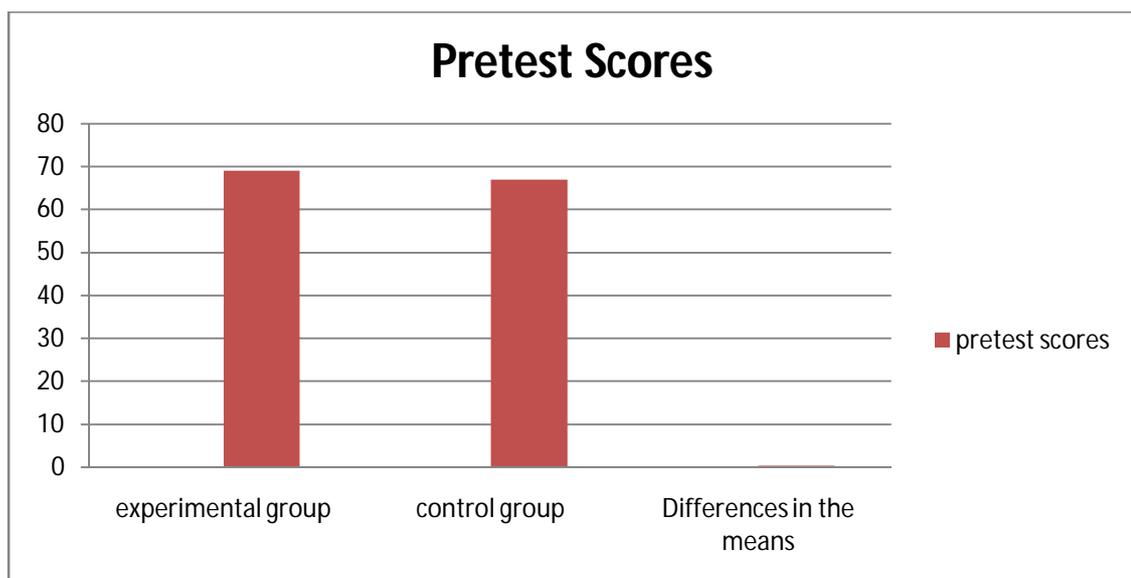
Figure 7. Pretest' scores of both groups.

Students pretest scores offer us an important insight about their initial level before conducting the treatment. As shown in the above figure, the data reveals that our sample of both groups have problems that handicap their speaking skill. It also indicates that they have a clear and obvious lack of ability in speaking the target language. A possible explanation for these results may be the lack of real exposure and the practice of the target language. All of these different factors will be checked and identified in students' questionnaire (item seven: what makes your speaking skill poor).

4.1.4.2. Results of the Progress Test N1

4.1.4.2.1. Experimental Group Scores in Progress Test N1

The researcher started the first phase of the experiment which lasted three weeks through introducing a lecture about the difference between British and American accent; then she exposed students of the experimental group to different new authentic audio-visual materials as videos, pictures, news and audio-recordings. Such materials are intended to attract students' attention and motivation to practice the real native language. By doing so, the researcher targeted to foster students' comprehension of the natives' use of language and exposing them to the target real language with its culture; meanwhile, she taught them the different language features as pronunciation, grammar, vocabulary, and fluency to foster their speaking abilities.

In the meanwhile, the control group was taught without integrating these innovated materials using the old traditional contrived methods in which learners talk and interact freely about the given topic without any authentic real exposure of the target language

By the end of this phase, a progress test was administered so that the researcher can level up the extent of students' oral improvements and to see how much of what has

been taught has been grasped and learned. The researcher interviewed each student individually for few minutes and assessed his/her performance depending the rubric she made.

Students of both groups' scores in the first progress test are gathered in the following two tables:

Table 13

Experimental Group Scores in Progress Test N1

Experimental Group					
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	1	1	0	2	1
02	1	2	1	2	2
03	1	1	1	2	1
04	1	2	1	1	2
05	2	2	2	3	2
06	2	2	3	3	3
07	2	2	2	3	3
08	2	3	2	3	3
09	1	2	2	3	2
10	3	2	3	2	3
11	2	4	3	3	3
12	1	1	1	2	2
13	2	0	2	2	1
14	3	4	3	3	3
15	1	2	1	2	2
16	1	0	1	2	1
17	2	2	2	2	2
18	2	2	2	3	2

19	2	2	1	2	2
20	2	1	1	2	2
21	3	2	3	3	3
22	3	3	3	4	4
23	2	2	2	3	3
24	1	2	1	2	2
25	1	1	2	2	2
26	2	2	2	3	2
27	3	4	3	4	3
28	2	2	2	2	3
29	3	3	3	4	4
30	2	3	2	3	3
31	2	2	2	2	2
32	2	3	2	3	3
33	3	4	3	4	4
34	0	0	0	0	0
35	1	1	2	2	2
36	0	0	0	0	0
Σxe	64.00	71.00	66.00	88,00	82,00
Xe	1.78	1.97	1.83	2.44	2.27

4.1.4.2.2. Control Group Scores in Progress Test N01

Table 14

Control Group Scores in Progress Test N01

	Control Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	0	0	1	2	1
02	1	1	0	2	2
03	1	0	1	2	2
04	1	2	1	2	2
05	2	2	1	3	2
06	0	1	1	2	2
07	2	3	2	3	3
08	2	2	1	2	2
09	2	2	2	2	3
10	2	1	2	2	2
11	3	2	2	3	3
12	1	0	0	2	1
13	2	3	2	3	3
14	1	0	0	1	1
15	2	2	2	2	2
16	1	0	0	2	2
17	2	2	2	2	2
18	1	0	0	1	1
19	3	2	2	3	3
20	2	1	1	2	2

21	0	1	1	2	2
22	1	2	0	2	2
23	2	1	2	2	3
24	1	0	1	2	2
25	3	2	3	3	3
26	2	1	2	2	2
27	2	2	1	2	3
28	2	1	1	1	2
29	0	2	1	2	2
30	3	2	2	3	3
31	1	1	1	1	2
32	2	2	1	2	2
33	1	2	1	2	2
34	1	0	1	0	2
35	2	1	1	2	2
36	1	2	1	2	2
ΣXC	55.00	48.00	43.00	73.00	77.00
XC	1.52	1.33	1.19	2.02	2.13

The two above tables indicate the differences in scores of both groups in the five main criteria and components of the speaking skill suggested by the researcher: fluency, grammar, pronunciation, vocabulary and comprehension. The findings reveal that students' did not score well in pronunciations, grammar and fluency compared to vocabulary and comprehension which makes the results still poor and at low average. As figures illustrated in the above two tables, both groups' scores are nearly similar with a slight difference in favor of the experimental group. In addition, what surprising us is the presence of some timid students who refused to speak, interact, and answer the

questions despite of all the researcher help and guidance to eradicate stress and get

involved in the entire of the lesson.

The differences in the means and scores of both groups in the different five

criteria of the speaking skill: grammar, fluency, pronunciation, vocabulary and

comprehension are illustrated in the below table and supported graphically by the

following figure:

Table 15

Students' Scores in the First Progress Test

	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
Component ⟶ Group ↓	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimen-Tal group	64.00	1.78	71.00	1.97	66.00	1.83	88.00	2.44	82.00	2.27
Control group	55.00	1.52	48.00	1.33	43.00	1.19	73.00	Control	77.00	2.13
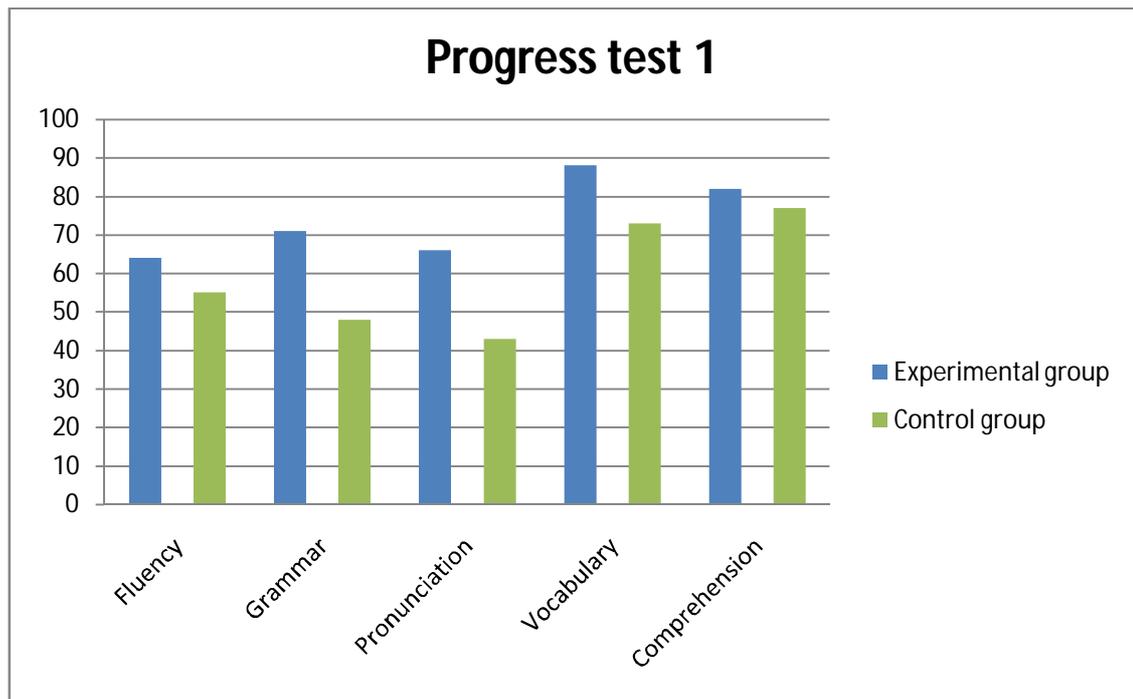
Figure 8. Students' scores in the progress test1

As shown in the above figure, the highest scored average for the experimental group is vocabulary followed by comprehension in the second rank, then grammar, pronunciation and fluency. What we noticed during this period is the difficulty to understand and deal with authentic materials at the first sessions which diminished at the end of this phase. During the test, we found the experimental subjects more comfortable while answering the questions as they started to use different words they dealt with during the first phase of the treatment. They even tried to imitate the accent of natives by pronouncing some known words accurately as natives did. However, students of the control group failed to produce a well structured sentences, express their ideas fluently, and pronounce correctly nearly all the utterances. Hence, the most important results to emerge from the obtained figures is that students of both groups' average scores in both comprehension and vocabulary are the highest ones compared to the other criteria and are a little bit higher in favor of the experimental group while the

other components seem to be the major problems and difficulties that hinder the development of their speaking skill.

4.1.4.3. Results of the Progress Test N2

4.1.4.3.1. Experimental Group Scores in Progress Test N2

The participants of both groups went through the second phase of the treatment for other three weeks where students of the experimental group were exposed to different authentic role-plays and situations. We thought of integrating them into real life role-plays which increased their zeal to practice the language presented and promoted their creativity to modify the given situations and assign new scenarios. We believed that authentic role-plays embodied different situations and communications that were characterized by a predictable set of spoken exchanges. Therefore, we thought of exposing students to different real-life situations and authentic scripts so that we made them aware of the different predictable scripts involved in different communication situations through interactive role-play activities that increased language practice. The researcher followed the following steps to teach authentic role-plays.

- First, the researcher decided and selected the authentic role-play material concerning common situation they may encounter outside in the real world. It was always presented in videos to attract students' attention.
- Then, she examined and checked students' comprehension of the dialogue, elicited the new strange vocabulary and taught the language feature whether grammar or pronunciation.
- After, she made students practice the dialogue and asked them to act out the scene using as much of the original version as they can remember.

- Then, she made students modified or created other situations and used what they had been taught with introducing more creative activities in which they improvised the role-play using what fit their views about the situation and characters.

What attracted our attention during this phase is the great energy and zeal to play the roles even the timid students started to select the situations, created dialogues, and practiced the language. They even wrote down all the new vocabulary they were taught and used it time to time in their speech and gave examples. In fact, we believed that exposing students to authentic role-plays and made students practice and create dialogues is among the best methods to push students to use the target language and enhance their speaking skill.

The researcher further observed and assessed their speaking skills using an observation grid during all the phases of the experiment. Meanwhile, the control group was taught through asking students to select and decide about a specific situation, prepare a short role-play, and perform it to the whole class.

 The following two tables present the results and the scores of both groups in the second progress test:

Table 16

Experimental Group Scores in Progress Test N2

	Experimental Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	2	2	2	3	3
02	2	3	2	3	3
03	2	2	2	3	3
04	2	3	2	3	3
05	3	3	2	4	3
06	3	3	3	4	3
07	3	3	3	4	4
08	3	4	3	4	4
09	2	3	3	3	3
10	3	3	3	3	4
11	3	4	3	3	4
12	2	2	2	3	3
13	2	2	2	3	3
14	3	4	3	4	4
15	2	3	2	3	3
16	2	2	2	3	3
17	3	3	2	3	3
18	2	3	3	4	4
19	3	3	2	3	3
20	3	3	2	3	3
21	3	3	3	4	4
22	3	4	3	4	4
23	3	2	3	3	4
24	3	3	2	3	3
25	2	2	2	3	3

26	3	3	2	3	3
27	3	4	3	4	4
28	3	3	2	3	4
29	3	4	3	4	4
30	3	4	3	4	4
31	3	3	3	3	3
32	3	4	3	4	4
33	3	4	3	4	4
34	2	2	2	3	2
35	3	3	2	3	3
36	2	2	2	3	2
ΣXe	95.00	108	89.00	121	121
Xe	2.63	3.00	2.47	3.36	3.36

As seen in the above table, figures show an obvious significant difference in the participants' oral performances of the experimental group compared to the first test. They achieved a remarkable positive shift and improvement in all the five criteria with a small progress in pronunciation and fluency, and this is due to the time and pause students need to think and organize their ideas adding to the difficulty of pronouncing accurately which needs more time and practice. In addition to that, we remarked a considerable positive progress in grammar in which students produce an acceptable and a well if we can say structured sentences while the rest of the criteria (comprehension and vocabulary) are exceeding the average.

4.1.4.3.2. Control Group Scores in Progress Test N2

Table 17

Control Group Scores in Progress Test N2

	Control Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	1	0	2	1	2
02	2	1	1	2	3
03	2	1	2	2	2
04	1	1	1	0	2
05	2	2	2	4	3
06	1	2	1	2	2
07	3	3	2	3	3
08	2	2	0	2	2
09	2	2	2	3	3
10	2	2	1	3	3
11	3	2	2	3	3
12	1	1	1	2	2
13	3	3	2	3	3
14	1	1	1	2	2
15	2	2	2	3	3
16	2	1	1	2	3
17	2	2	2	2	3
18	1	1	1	2	2
19	3	3	2	3	4
20	2	2	2	2	3
21	1	1	1	2	2
22	1	2	1	3	2
23	2	2	2	2	3

24	2	1	1	3	2
25	3	3	3	3	4
26	2	1	2	2	2
27	2	1	2	2	3
28	2	1	1	2	2
29	1	2	1	2	3
30	3	3	2	3	3
31	2	1	1	2	2
32	2	2	1	3	2
33	2	1	1	2	3
34	1	1	1	1	2
35	2	2	1	2	2
36	2	1	1	2	2
ΣXC	68.00	59.00	52.00	82.00	92.00
XC	1.88	1.63	1.44	2.27	2.55

As indicated in the above table, the situation is not the same for the participants of the control group as they still face problems to perform better orally. Their average score still nearly the same as the first progress test with a slight difference. The majority of them still unable to convey a clear adequate meaningful message. They still unable to express their ideas fluently, and produce a fluent clear speech without making a lot of pauses and full stops. They even fail to arrange correct grammatical structures with accurate pronunciation.

The following table supported with the below figure summarizes students' scores in the second progress test as follows:

Table 18

Students' Scores of the Second Progress Test

Component → / Group ↓	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimen-Tal	95	2.63	108	3.00	89.00	2.47	121	3.36	121	3.36
Control	68.00	1.88	59.00	1.63	52.00	1.44	82.00	2.27	92.00	2.55
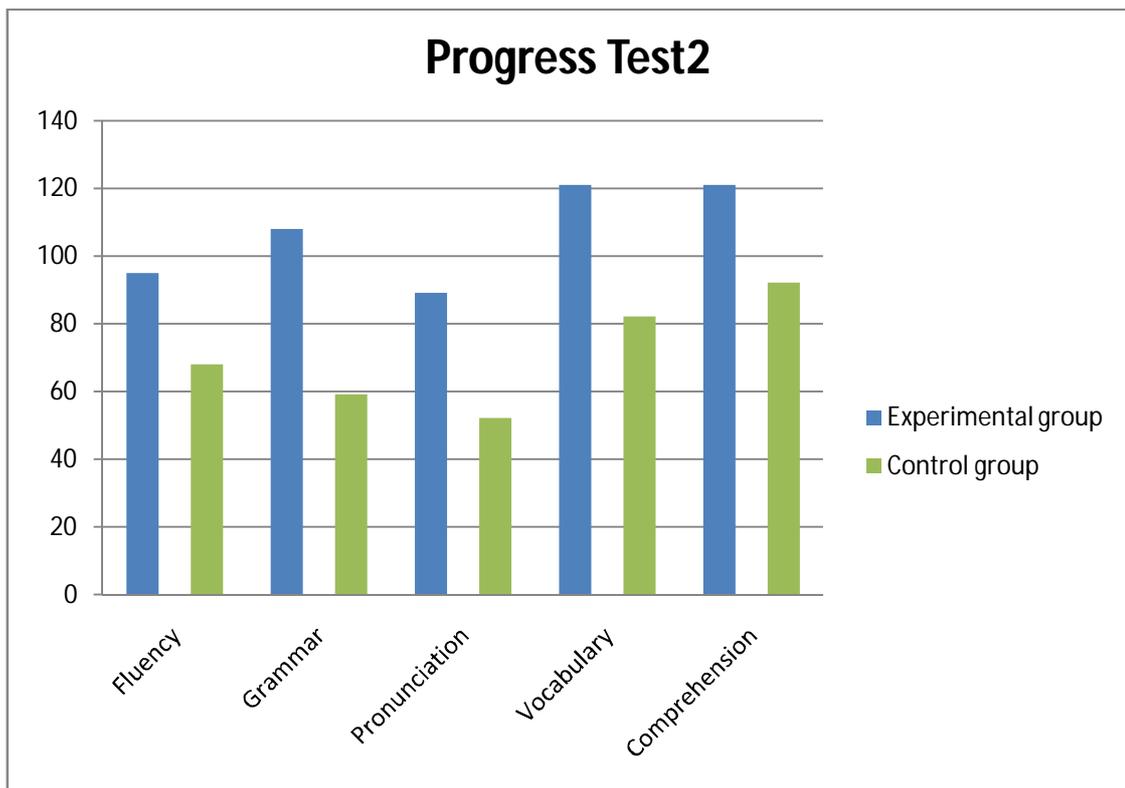
Figure 9. Students' scores in the progress test2

The results recorded in the above table indicate a considerable difference in students' scores of both groups in favour of the experimental group. As shown above, the participants of the experimental group are significantly scored better than the ones

of the control group. They increased their achievement and scores in all criteria compared to the other group. They achieved an equal progress in both vocabulary and comprehension with an average score of (3.36) followed by grammar, fluency and pronunciation. They started to understand not only the gist but more details when they exposed to authentic materials. They even exploited the new lexis they learnt and used it in their speech, arguments and role-plays. What attracts our attention is the great involvement and motivation of all students during the lessons with the positive energetic atmosphere where all learners interact using the target language. This signifies mainly the positive impact of the treatment and the exposure of the real authentic materials.

However, the case is not the same for the participants of the control group who showed a very slow progress and this is clarified by the tiny difference in the average scores between the first and the second progress tests. For them, the highest scored average is still in both comprehension and vocabulary which remained in the same usual first position while their performances in all of pronunciation, grammar and fluency still considered as the major hindrances that handicap their speaking proficiency.

4.1.4.4. Results of the Progress Test N3

The third progress test is mainly the one that demonstrates more clearly students' scores that indicate their progress and achievements in the speaking class. In this phase, the researcher followed the followings steps;

- ✓ First, the researcher exposed students to different authentic materials such as news paper, videos, and pictures to address and discuss several selected topics. Then, she provided them with the rubric she used to assess their oral performances. After, she explained the rating scale with the different criteria of

the speaking skill and trained them how to use the scoring rubric to self-assess

their speaking. The researcher also asked them to record their own speech and

re-listened it again to do the self-assessment after checking that all of them had

smart phones or any equipment for the recording so that they compared it with

the one of natives they exposed to during the class. By doing that, students could

guage their own recording and self assess their own performances which enable

them to reflect and judge the quality of their performances in comparison to

native speakers with identifying their strengths and weaknesses that need

improvements. Moreover, the researcher also aimed to compare and check to

what extent her assessment scores were nearer and similar to the ones of her

students.

✓ In addition to that, by the end of the phase, she gave her students a self-
   assessment checklist that includes some learning objectives they dealt with

   during the different phases of the experiment. She asked them to complete and

   fill in the form to check whether they learnt and possessed the language

   competencies that enable them to communicate easily using the target language

   What we noticed in this phase is that the participants of the experimental group

are more motivated and creative compared to the ones of the control group who were

suffering from a routine in which they used to select and discuss topics where only few

students spoke and expressed their ideas. Whereas, students of the experimental group

were seen very active, creative and became familiar with different types of authentic

materials. When the teacher asked them to improvise and do the follow-up activities,

she noticed a great involvement and a very excited discussion where they used what

they have learnt concerning the different components of the speaking skill as

vocabulary, grammar and pronunciation. This is due to the fact that they became more

responsible for their own learning and increased their awareness where they consider

their abilities and level while self-assessing their language learning progress. In

addition, self-assessment and the comparison to native speaking lead students to

identify their problems and look for the solutions to promote such areas.

4.1.4.4.1. Experimental Group Scores in Progress Test N3

Table 19

Experimental Group Scores in Progress Test N3

Experimental Group					
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	3	3	3	4	3
02	3	3	3	3	4
03	3	3	2	4	4
04	3	4	3	3	4
05	3	3	3	4	4
06	3	3	3	3	4
07	3	4	3	4	4
08	3	4	3	4	4
09	3	3	3	3	4
10	4	3	4	4	4
11	3	3	3	4	4
12	2	2	2	3	3
13	3	2	2	3	4
14	3	3	3	4	4
15	3	3	3	3	4
16	3	2	2	3	4
17	2	2	2	3	3
18	3	3	3	4	4
19	3	3	2	3	4

20	3	2	3	3	3
21	4	3	3	4	4
22	3	4	3	4	4
23	3	3	3	3	4
24	3	2	2	3	3
25	3	2	2	3	3
26	3	4	3	3	4
27	3	4	3	4	4
28	3	3	2	3	4
29	3	4	3	4	4
30	3	4	3	3	4
31	3	3	3	4	4
32	3	3	3	3	4
33	4	3	4	4	4
34	3	3	2	3	3
35	3	3	2	4	4
36	3	3	3	4	3
ΣXe	109.00	109.00	99.00	125.00	136.00
Xe	3.02	3.02	2.75	3.47	3.77

As can be seen in the above table, the statistical results and students scores in the final progress test indicate a significant improvement that could be observed in all the criteria assessed. It shows the remarkable score difference compared with first progress test in which all the aspects of students' oral performance are significantly enhanced better than in the previous pre and progress tests. A considerable degree of enhancement is observed among all the criteria especially in comprehension (28 students have been assigned the grade of 4) and vocabulary (17 students with the grade of 4) which rated as excellent or very good as they seem to be easily scored. However, not only

comprehension and vocabulary pull the grades to good scores and average since a noticeable degree of improvement is achieved in all the different aspects of the speaking skill. Equal scores are accomplished among both fluency and grammar which rated good with a total score of (109) of each as students became more fluent and could respond quickly and promptly using a well structured sentences. Students also recorded a significant improvement in their speech pronunciation where they started to use different suprasegmental features and distinctive patterns of speech as stress and intonation as a result of imitating natives while recording their speech to do the self-assessment.

4.1.4.4.2. Control Group Scores in Progress Test N3

Table 20

Control Group Scores in Progress Test N3

	Control Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	2	1	2	1	2
02	2	2	1	2	3
03	2	1	1	2	2
04	2	1	1	1	2
05	3	2	2	4	3
06	2	1	1	2	2
07	3	2	2	4	4
08	2	1	1	2	3
09	2	2	1	2	3
10	2	2	2	3	3
11	3	2	1	3	3
12	1	2	1	2	2

13	3	2	1	3	4
14	1	1	1	2	2
15	2	2	1	3	3
16	2	2	1	2	3
17	2	2	2	3	3
18	1	1	1	2	2
19	3	2	3	3	4
20	2	2	2	3	3
21	1	1	2	2	2
22	2	1	1	2	3
23	3	2	2	3	3
24	2	1	1	2	2
25	3	2	2	3	3
26	2	2	2	2	2
27	2	2	2	3	2
28	2	3	2	2	3
29	2	2	1	2	4
30	2	2	3	3	4
31	2	2	1	2	2
32	2	3	2	3	3
33	2	2	1	2	3
34	2	2	1	2	3
35	3	2	2	3	3
36	2	2	2	2	3
ΣXC	76.00	64.00	55.00	87.00	101.00
XC	2.11	1.77	1.52	2.41	2.80

Regrettably, the situation is worse and not the same as the experimental group.

As indicated in the above table, it is seen that the participants of the control group

achieved little or no progress if we can say except some individual enhancement in comprehension and a slight difference among the other features compared to the previous progress tests. We remarked that some students were totally absent during class except some individuals who interacted and shared their ideas. This proves the inefficiency of the usual adapted teaching method that did not record a significant improvement.

The following table supported by the below figure have to say more and illustrate clearly the comparison of the two groups' scores in the final third progress tests:

Table 21

Students' Scores of the Third Progress Test

Component → Group ↓	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimen-Tal	109	3.02	109	3.02	99	2.75	125	3.47	136	3.77
Control	76.00	2.11	64.00	1.77	55.00	1.52	87.00	2.41	101	2.80
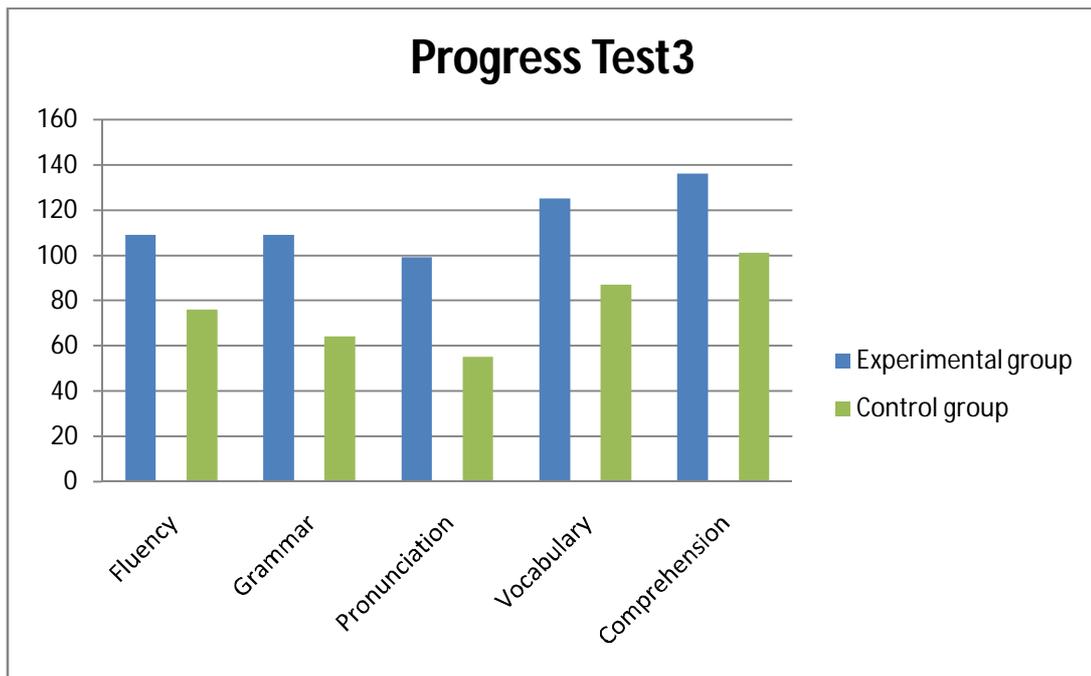
Figure 10. Students' scores in the progress test3

As can be seen above, students' scores of the experimental group are higher than the ones of the control group. The above table supported by the figure reveals a significant difference in both total scores and means of each aspect of the speaking skill. It is clearly seen from scores above that authentic material has a profound impact and can significantly improve students speaking skill and increase their retention capacity which is further increased as they use a wide range of memorized sentences they were exposed to. In our view, this positive progress among the participants of the progress test is also achieved due to their eagerness to experience new different materials that increase and provoke their motivation, zeal and engagement to use the target real language as used by the natives outside in the real world.

4.1.4.5. The post test

Table 22

Students Scores in the Post Test

Students' Scores in the Post-test			
Experimental Group		Control Group	
N	Average Score	N	Average Score
01	3	01	2
02	4	02	2
03	3	03	2
04	4	04	1
05	4	05	3
06	4	06	2
07	4	07	3
08	4	08	2
09	3	09	2
10	4	10	2
11	4	11	3
12	3	12	1
13	3	13	3
14	4	14	1
15	4	15	2
16	3	16	1
17	3	17	2
18	4	18	1
19	4	19	3
20	3	20	2
21	4	21	1
22	4	22	2

23	4	23	2
24	3	24	1
25	3	25	3
26	4	26	2
27	4	27	2
28	3	28	2
29	4	29	2
30	4	30	2
31	4	31	1
32	4	32	3
33	4	33	2
34	3	34	2
35	4	35	3
36	4	36	2
ΣXe	132	ΣXC	72
Xe	3.66	XC	2.00

Numbers in the above table indicate that students' scores of the experimental group are far and higher than the ones of the control group which lends weight to validate our hypothesis we expected before conducting our experiment at the beginning of our research before the final calculations to confirm the results. These results allow us to conclude that such new exploited non teaching materials are really succeeded to eliminate all the effective factors that handicap students' progress and their improvement of oral performances. Along all the experimental phases, we noticed the engagement of all students especially the very timid students who refused at the first sessions to speak and express themselves as they were waiting for a new teaching

stimulus to provoke their internal capacities and eliminate the effective factors that inhibit them to speak even their performance is rated as average.

Whereas, students of the control group achieved a slight progress with a tiny difference between the pre-post tests during the very long experiment they went through. Their low achievements signified the inefficiency and the inactivity of the used teaching method that planted the routine and laziness in the classroom that did not lead to any positive improvements.

The researcher further designs an observation checklist to check and evaluate students' oral performances along all the phases of the experiment to ensure the reliability of students' scores and the obtained data.

4.1.4.6. The summary of Tests' Results

The following table shows the difference in the means of post test' scores of both groups. It shows a significant difference of (1.66) which indicates that students of the experimental group achieved and recorded scores better and higher than the participants of the control group.

Table 23

Means of Scores on the Post Test of Both Groups

Groups	PostTest' Mean
Experimental Group	**3.66**
Control group	**2.00**
Differences in the means	**1.66**

The data presented in the following table supported by the figure have to say more about students' scores during the different phases of the treatment.

Table 24

Means of the scores in the different tests.

Tests	Pretest	Progress test 2	Post-test
Experimental Group	1.91	2.96	3.66
Control Group	1.86	1.95	2.00
Difference in the Means	0.05	1.01	1.66
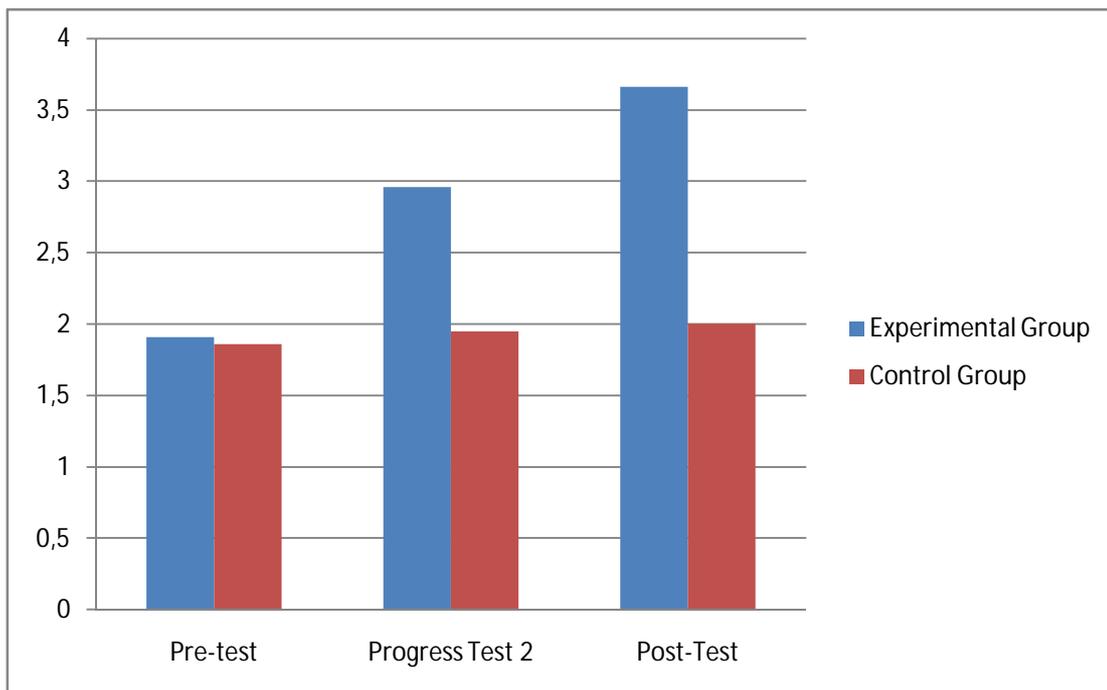
Figure 10. Scores' means during the different phases of the treatment

4.1.4.7. Statistical Analysis and Interpretation

After collecting all the needed scores and means achieved in the different stages of our experiment, the researcher used the T test as a statistical method to check and explore whether there is a significant difference between collected data in both pre-and post treatment tests during all the stages of our experiment. To validate our hypothesis, students' scores were analyzed and compared using the statistical packages for social sciences (SPSS). A comparison between the means of the two groups and T-test was calculated to investigate the effects of integrating non-teaching authentic materials in

oral lessons to enhance students' speaking performances. The following table explains

more the results of T-test

Table 25 : SPSS Statistics

<div align="center">

Independent Samples Test

</div>

		Levene's Test for Equality of Variances		t-test for Equality of Means						
								Std. Errordifference	95% Confidence interval of the difference	
		F	Sig.	T	Df	Sig. (2-Tailed)	Meandifference	nce	Lower	Upper
Posttest	Equal variances assumed	,021	,886	-11,905	69	,000	-1,66667	,14000	-1,94596	-1,38738
	Equal Variances not assumed			-11,846	60,572	,000	-1,66667	,14069	-1,94804	-1,38529

As illustrated in the above table, The Sig value (.886) is greater than (.05); thus, we read from the first row. The analysis of the independent samples test calculated on the means of both pre-post tests showed that the Sig (2-tailed) (.000) is less than (.05) which indicates that there is a statistically significant difference between our means. This allows us to reject the null hypothesis in which the variability of our scores is not the same and significantly different. Statistics above further confirmed a noteworthy difference in which the means of scores of the post test are higher than the ones of pre-test which ensures that this change is due to the new manipulation. This important variability reveals that students who are exposed to authentic materials in oral classes increase their oral skills and their performances which are significantly better than those of the control group who were taught using the old conventional contrived teaching method and fail to improve their oral proficiency.

4.1.4.8. Conclusion

Throughout the different three phases of the experiment which lasted three months during the academic year 2016-2017, the participants of the experimental group were taught using specific designed courses based on the implementation of different types of authentic materials that ensured a close contact with authentic real language and native speakers to check whether this sample can acquire and develop their speaking abilities. The analysis of the data obtained revealed a significant progress during all the phases of the experiment which proved that the implemented treatment was efficient and had a positive impact on students' achievements' levels and speaking performances. These results can be taken as a proof and achievement of our objectives stated early in the beginning of the research which aimed to check the cause/effect relationship between the use of authentic materials and the development of students oral performances, and to show the advantages of integrating such materials in oral classes to enhance students' speaking abilities with

examining to what extent the exposure of such language inputs increases students'

engagements and achievements level in oral performances.

4.2. Students 'Self-Assessment Speaking Checklist

Students 'Self-Assessment Speaking Checklist (Adapted from Jankowskae& Zielinka, 2015&Interagency Language Roundtable):

By the end of the last phase of the experiment, the researcher provided students

with a checklist which included a number of "I can" statements which explained what

students were able to do and master what they already have learned. The researcher used "I

can" statements' type of self assessment to check and determine whether or not her

students grasped and mastered the learning objectives they have dealt with during the

different phases of the treatment since we believed that students were likely to give inflated

impressions about their level and performances. We asked the participants of both groups

to fill in the following checklist. The tables below summarize their responses as follow:

4.2.1. Experimental Group' Responses of the Checklist

Table 26

Experimental Group' Responses of the Checklist

I can….	Yes		Somewhat		No	
	Partic-Ipants	Perce natge	Partic ipants	Perce ntage	Partic Pants	Percen Ntage
Communicate effectively in various formal and informal conversations	21	58%	11	31%	04	11%
Clearly express and exchange ideas and opinions using the target language	29	81%	07	19%	00	00%
Interact appropriately in different social contexts and situations	23	64%	10	28%	03	08%

Adequately describe experience and present complex ideas	19	53%	16	44%	01	03%
Speak fluently and consistently without hesitations and pauses	20	56%	14	39%	02	05%
Use correct stress and pronounce accurately the language	24	67%	08	22%	04	11%
Use a variety of advanced lexis	30	83%	03	08%	03	08%
Use a well structured grammatical correct sentences	29	81%	05	14%	02	05%
Adjust speech to fit any audience and cope with different situations	25	70%	07	19%	04	11%
Defend opinions and emphasize important arguments	27	75%	08	22%	01	03%
Understand well and much of what is said in both formal and colloquial speech	28	78%	05	14%	03	08%
Use the language in a sophisticated way as I rarely find myself unable to finish the sentence due to linguistic limitations as grammar and vocabulary	22	61%	12	33%	02	06%

As reported in the above table, the vast majority (69%) of experimental participants confirmed that they were able to master very well the above competencies while (24%) of them claimed that they were not too competent; however, they noticed a tangible progress and development as they were at a level that did not allow them to feel that they were proficient speakers in the different skills mentioned above as well as they did not deny that they were beyond the initial stages and levels of language speaking skills. This responses and indisputable progress claimed by the participants themselves lead us to confirm the effectiveness of the method adopted by the researcher which was able to change positively students' level to better than it was beforehand. Such new adopted non-teaching authentic material succeeded to affect positively students so that they can interact appropriately

using the target language in different real life contexts. This signifies the great crucial role and impact of authentic materials on students' oral performances and motivation as well to use the language.

We also recorded a very few percentage of only (7%) who confessed and acknowledged the difficulty they encountered in mastering the above competencies. This signifies their very weak level which is hard to foster in the period of the experiment as they need more extra make up sessions to reach their colleagues' levels.

By comparing students' responses in the checklist and teachers' results in the different progress and post tests, we noticed a remarkable indisputable progress in which our participants responded positively to the given treatment which signified and proved its efficacy and reflected the positive impact of authentic materials to provoke students' enthusiasm and enhance their achievements in oral classes. Thus, we can say that the results recorded by students themselves in the above checklist support and reflect the reliability, consistency and credibility of the results of the experiment conducted by the researcher using authentic new material which has had a profound positive influence on students' speaking skills.

4.2.2. Control Group' Responses of the Checklist

The checklist is also provided to students of the control group who answered as follows:

Table 27

Control Group' Responses of the Checklist

I can….	Yes		Somewhat		No	
	part	(%)	part	(%)	Part	(%)
Communicate effectively in various formal and informal conversations	01	3%	10	28%	25	69%
Clearly express and exchange ideas and opinions using the target language	04	11%	15	42%	17	47%
Interact appropriately in different social contexts and situations	04	11%	11	31%	21	58%
Adequately describe experience and present complex ideas	03	8%	07	19%	26	72%
Speak fluently and consistently without hesitations and pauses	01	3%	08	22%	27	75%
Use correct stress and pronounce accurately the language	03	8%	10	28%	23	64%
Use a variety of advanced lexis	01	3%	15	42%	20	56%
Use a well structured grammatical correct sentences	07	19%	10	28%	19	53%
Adjust speech to fit any audience and cope with different situations	04	11%	15	42%	17	47%
Defend opinions and emphasize important arguments	07	19%	18	50%	11	61%
Understand well both formal and colloquial speech	09	25%	17	47%	10	28%

The situation in the experimental group is not the same as the one the control group who gave a totally quite different answers from the ones' of the other group. The situation is the opposite with the participants of the control group who most of them (50%) pointed that they were not able to master the above competencies and were not acquainted with the

different above speaking sub-skills. Thirty one (31%) percentage of them reported that they were in between case as they were neither competent nor inept unskilled students. These results recorded by students indicated that they did not take benefits from the lesson provided using the old contrived traditional usual adopted teaching method. This allowed us to conclude that oral expression module needs new teaching technique that provokes students' interest and motivation to engage in the entire of the lesson and ensures a real exposure of the target language. Students' responses confirmed the fact that Students' discussions of topics of their interests do not record positive progress and results that increase their speaking abilities; which in turn require an urgent solution and in-depth study to come-up with effective teaching technique to raise students' oral capacities and motivation to practice the language.

In the other side, we recorded only ten percent (10%) of them claimed that they were decent proficient English speakers. This signifies that they were good students with good speaking competencies which they have acquired in the previous stages of education and through the good practice of the target language outside the classroom using the different authentic non-teaching materials.

4.3. Students' Self-assessment responses

After filling the aforementioned speaking checklist, we provided students with the rubric we designed to assess their oral performances. We explained the rating scale and the different criteria of the speaking skill. Then, we asked them to record their own speaking about the topic they have discussed during the entire of the lesson using different software tools generally mobile smart-phones; then, we asked them again to re-listen to their performance and self- assessed it using that scale we already provided. By doing that, we

were willing to check the extent to which our assessment scores were nearer and similar to the ones of our students.

4.3.1. Experimental group' self-assessment scores

Table 28

Experimental Group' Self-Assessment Scores

	Experimental Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	2	4	3	4	3
02	2	3	2	3	3
03	3	4	3	3	3
04	2	3	2	4	4
05	4	4	3	3	4
06	2	3	3	3	4
07	3	3	4	3	3
08	4	3	4	4	4
09	3	4	4	3	4
10	3	4	3	4	4
11	2	3	3	3	3
12	3	3	2	4	4
13	3	2	2	2	4
14	2	2	2	3	4
15	2	2	2	4	4
16	3	3	2	2	4
17	3	3	2	2	3
18	3	4	4	4	3
19	4	4	3	4	4
20	3	3	2	3	3

21	4	3	3	3	4
22	3	4	3	4	4
23	3	3	3	4	4
24	2	2	3	3	4
25	3	3	2	3	3
26	4	3	3	4	4
27	2	3	2	4	3
28	3	4	3	3	3
29	3	3	4	4	4
30	3	4	2	3	4
31	3	4	4	3	4
32	2	3	3	3	3
33	3	3	3	3	3
34	3	4	3	4	3
35	3	3	3	3	4
36	3	4	3	3	3
ΣXC	102.00	117.00	102.00	119.00	128.00
XC	2.83	3.25	2.85	3.30	3.55

As indicated in the above table, Numbers reported in students' self-assessment checklist that included the five criteria of the speaking skill showed a significant progress and improvement that could be observed in all the criteria self-assessed. These scores indicated a considerable difference and an observable degree of enhancement compared with the first pre and progress tests among all the criteria especially in comprehension and vocabulary which were rated as excellent or very good in which we found twenty one (21) students have been assigned the grade of (4) in comprehension and fourteen (14) for vocabulary then followed by all of grammar, fluency and pronunciation. This lends weight

to the assumption set by the researcher which requires the use of authentic materials to enhance students' speaking skill.

4.3.2. Control group' self-assessment scores

Table 29

Control Group' Self-Assessment Scores

	Control Group				
N	Fluency	Grammar	Pronunciation	Vocabulary	Comprehension
01	1	1	1	2	2
02	1	2	1	1	2
03	2	1	1	2	2
04	2	1	1	2	1
05	3	1	2	4	2
06	1	1	2	2	2
07	3	2	2	3	3
08	2	1	1	2	2
09	2	1	1	2	3
10	2	2	1	2	2
11	2	2	1	3	3
12	1	1	1	2	1
13	2	2	2	2	3
14	1	1	1	1	1
15	1	2	1	3	2
16	2	2	2	2	3
17	1	1	1	2	3
18	2	2	2	2	2
19	3	2	2	2	3
20	2	1	2	2	3

21	1	1	1	2	2
22	2	1	2	1	2
23	2	2	2	3	3
24	1	2	1	2	2
25	3	2	2	2	4
26	2	2	2	1	2
27	1	1	1	1	2
28	2	3	2	3	3
29	2	2	1	2	3
30	1	1	1	2	4
31	2	2	1	2	2
32	1	2	2	3	2
33	2	2	2	3	3
34	1	1	1	2	3
35	3	2	1	2	4
36	2	1	2	2	2
ΣXC	64.00	56.00	52.00	76.00	88.00
XC	1.77	1.55	1.44	2.11	2.44

As seen in the above table, in comparison with the experimental group' scores, the situation is not the same for the participants of the control group as they acknowledged that they still face problems in all the different components of their speaking skill. It can be seen from the data presented in the above table that students' oral performances were rated below the average compared with ones of the experimental group. This could be only explained by the fact that the adopted method could not provoke learners' zeal and promoted their achievements level in oral classes which signified the presence of a missing gap between both learning and teaching processes.

The data obtained from the above two checklist tables are gathered and compared in the

following two tables supported by the graphs below:

Table 30

Students' Self-Assessment Scores

Componen t ⟶ Group ↓	Fluency		Grammar		Pronunciatio n		Vocabulary		Comprehensio n	
	Total Scor e	Aver age scor e	Total Scor e	Aver age scor e	Total Score	Aver age score	Total Scor e	Aver age scor e	Total Score	Aver age score
Experimen Tal Group	102	2.83	117	3.25	102	2.85	119	3.30	128	3.55
Control Group	64	1.77	56	1.55	52	1.44	76	2.11	88	2.44
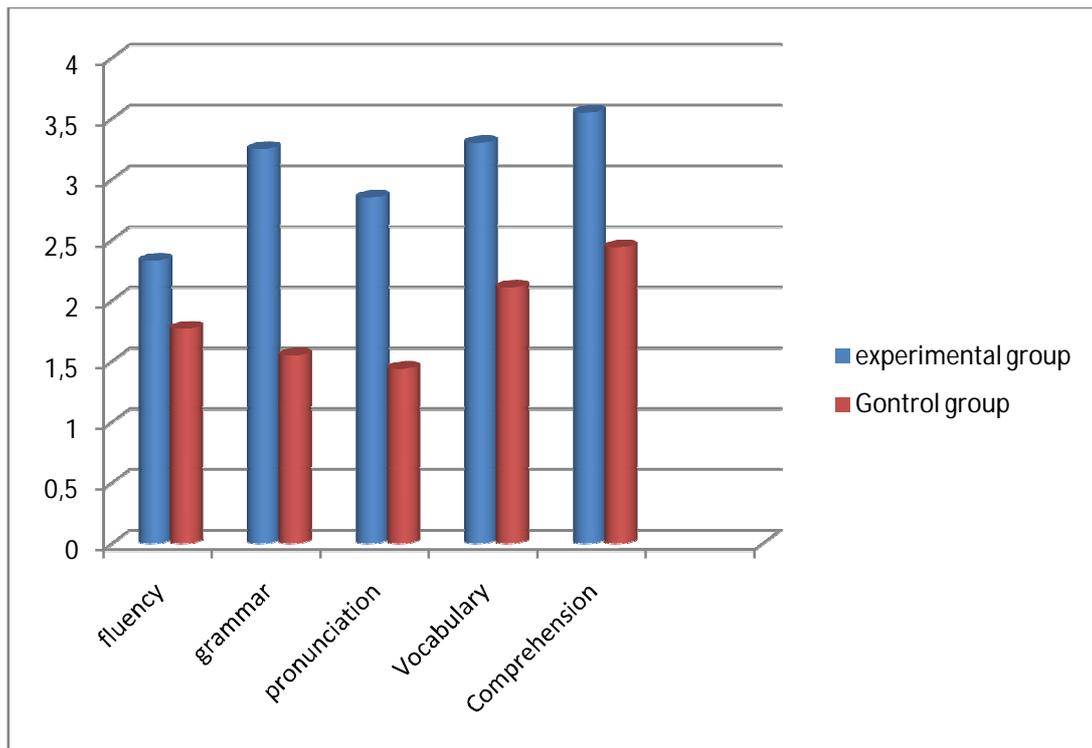
Figure 12. Students' self-assessment scores.

Table 31

Means and Scores of Students' Speaking Self-Assessment of Both Groups

Groups	The Total Score	The Mean
Experimental Group	448	3.15
Control group	336	1.86
Differences in the means	112	1.29
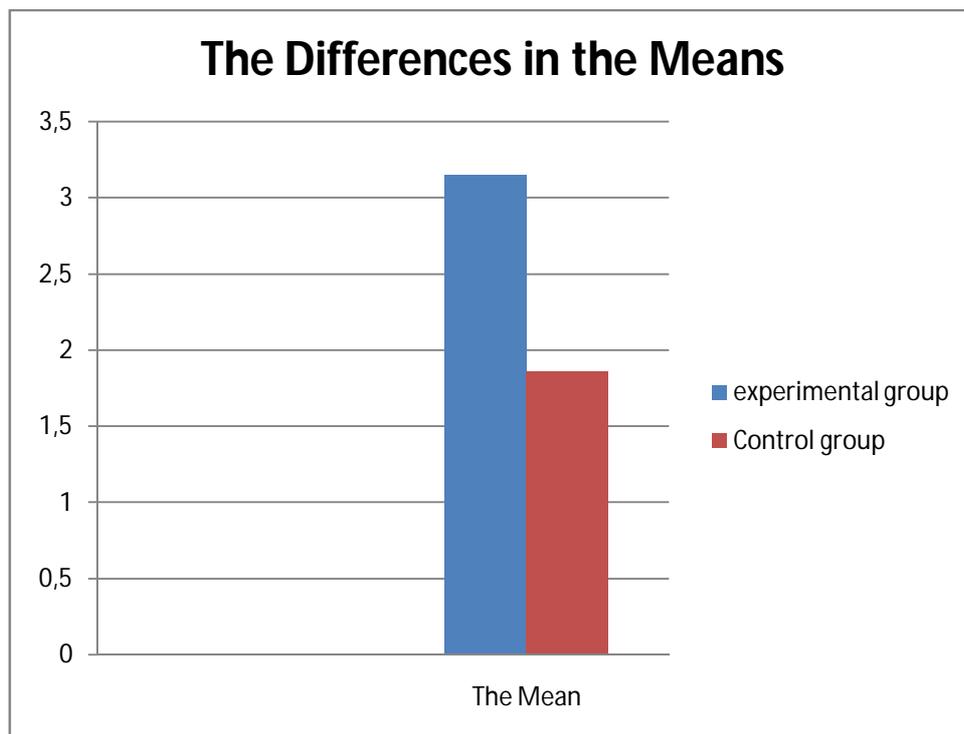
Figure 13. The difference in the means

Scores Statistical Analysis:

Table 32:

SPSS Statistics

Test d'échantillons indépendants

		Test de Levene sur l'égalité des variances		Test-t pour égalité des moyennes						
		F	Sig.	t	ddl	Sig. (bilatérale)	Différence moyenne	Différence écart-type	Intervalle de confiance 95% de la différence	
									Inférieure	Supérieure
Self assessm ent scores	Hypothèse de variances égales	,546	,462	-13,468	69	,000	-1,28667	,09554	-1,47725	-1,09608
	Hypothèse de variances inégales			-13,442	67,233	,000	-1,28667	,09572	-1,47771	-1,09563

As seen in the above table, The Sig value (.462) is greater than (.05); thus, we read from the first row. The analysis of the independent samples test calculated on the means of both pre-post tests showed that the Sig (.000) is less than (.05) which indicates that there is a statistically significant difference between our means. As tables above show, we can see that the participants of the experimental group reported significantly more than the other control group with a significant difference of (1.29) in the means. What is interesting here is that students' self-assessment scores proved the same results assessed by the researcher in which the experimental group achieved significantly better than the ones of the control group. Students' scores as even very close to the ones of the teacher in the post test which reflect and even confirm the reliability of the scores presented by the researcher in the experimental phase. The data reported here appear to support and confirm our hypothesis set at the beginning of the research. There would therefore seem to be a definite need for utilizing different types of authentic materials to develop students' oral performances in speaking classes.

4.4. Observation Checklist

Since our research relies on an experiment, we believe that on observation of students' performances and reactions is required to check whether and to what extent there is a cause/effect relationship between the variables under investigation. Thus, along the different phases of the experiment, an observation checklist was designed by the researcher using the same scoring scale used along the experiment to check and evaluate students' levels and their ongoing progress on the basis of their performances in the classroom with pinpointing any single detail during the treatment. The researcher further aimed to ensure the reliability of her scores, results and obtained data of the different tests she administered.

N → Number of the participants

A1 → The average of the scores during the first phase of the experiment (the three weeks of the first month)

A2 → The average of the scores during the second phase of the experiment (the three weeks of the second month

A3 → The average of the score during the last phase of the experiment (the three weeks of the third month)

The Components of Students' Oral Performance:

- **Fluency** → indicates all the pauses, hesitation and false starts made by the participant.
- **Grammar** → covers the accuracy and the variety of structures of student' speaking performance.
- **Pronunciation** → includes the rhythm, intonation and stress of students' speech.

- **Vocabulary** → indicates the accuracy, appropriateness and variety of the participant's lexis.

- **Comprehension** → stresses the clarity and the understandability of students' speaking

4.4.1. The Average of the Experimental Group' Scores of Observation Checklist

Table 33

The Experimental Group' Scores of Observation Checklist

N	Fluency			Grammar			Pronunciation			Vocabulary			Comprehension		
A	A1	A2	A3	A1	A2	A3	A1	A2	A3	A1	A2	A3	A1	A2	A3
1	1	2	3	2	2	3	1	2	3	3	4	4	3	3	4
2	1	2	3	2	2	3	1	3	3	3	4	4	2	3	3
3	2	2	2	2	3	3	2	2	3	2	3	4	2	3	4
4	1	2	2	3	3	4	1	2	2	2	3	3	2	3	4
5	2	3	3	2	4	4	2	3	3	3	4	4	3	3	4
6	3	3	3	2	4	4	2	2	2	2	4	4	3	3	4
7	2	3	3	3	3	4	2	2	3	3	4	4	2	2	3
8	3	2	3	3	4	4	2	2	3	2	3	4	3	4	4
9	2	3	3	2	3	3	2	3	3	2	3	3	3	3	4
10	3	3	4	2	3	4	2	2	3	3	4	4	3	4	4
11	3	3	4	4	3	4	3	2	3	3	4	4	3	3	4
12	2	3	3	2	2	3	2	3	4	3	3	3	2	3	4
13	2	2	3	1	2	3	1	2	3	3	3	3	2	2	3
14	3	3	3	4	4	4	3	3	4	3	4	3	3	4	4
15	2	2	3	3	3	3	2	3	4	2	3	4	2	3	4
16	2	2	2	2	3	4	2	2	3	2	4	4	2	2	3
17	2	2	3	2	3	4	1	1	2	3	4	4	3	4	4
18	2	3	4	2	3	3	1	3	3	4	3	3	3	3	4
19	2	3	3	2	3	3	1	2	2	1	4	3	3	3	4
20	2	3	3	2	2	3	2	2	3	2	3	4	2	3	3
21	3	3	4	2	3	4	3	2	3	3	3	4	4	3	4
22	3	2	3	3	4	4	3	2	3	3	4	4	4	4	4
23	2	2	3	3	3	3	2	2	3	3	4	4	4	4	4
24	2	2	2	2	3	4	2	3	4	1	3	3	3	3	4
25	2	3	3	2	3	4	3	3	2	2	3	3	3	3	4
26	2	3	3	3	3	4	2	2	3	3	4	4	3	4	4
27	2	3	2	4	3	4	2	2	3	3	3	4	3	3	4

28	3	2	3	3	3	3	3	2	3	2	4	4	3	4	4
39	2	2	3	3	4	4	2	3	4	3	4	3	4	3	3
30	2	3	3	3	3	3	2	4	4	4	4	4	2	3	4
31	2	3	3	2	3	4	2	3	4	3	3	3	2	3	4
32	2	3	4	3	3	4	2	3	3	3	4	4	4	4	4
33	3	3	4	3	3	4	3	3	3	3	3	4	3	3	4
34	2	2	3	2	2	3	2	2	3	2	3	4	2	3	3
35	2	2	3	2	3	3	2	2	2	2	3	3	2	2	3
36	2	2	3	2	2	3	2	2	2	2	3	4	2	2	3
ΣXe	78	91	109	89	107	128	72	86	108	93	126	132	99	112	135
XA	2.16	2.52	3.02	2.47	2.97	3.55	2.00	2.38	3.00	2.58	3.5	3.66	2.75	3.11	3.75
ΣXAn	278			324			266			351			346		
Xe	2.56			2.99			2.79			3.24			3.20		
Xe	2.95														

4.4.2. The Average of the Control Group' Scores of Observation Checklist

Table 34

The Control Group' Scores of Observation Checklist

N	Fluency			Grammar			Pronunciation			Vocabulary			Comprehension		
A	A1	A2	A3	A1	A2	A3	A1	A2	A3	A1	A2	A3	A1	A2	A3
1	0	1	1	1	2	2	1	2	2	2	2	3	2	3	3
2	1	2	2	1	1	2	1	2	2	1	2	2	2	2	3
3	1	2	2	0	1	1	2	1	2	2	2	2	2	2	2
4	2	2	2	2	2	2	1	1	2	2	1	2	1	1	2
5	1	1	2	1	2	2	1	2	2	2	3	3	2	1	2
6	0	1	1	2	1	2	1	1	1	1	2	2	3	3	3
7	1	2	2	2	2	3	2	2	2	3	2	2	2	3	4
8	1	2	2	2	3	3	2	1	1	2	2	3	2	3	3
9	2	1	2	1	1	1	2	1	2	1	2	2	1	2	2
10	2	2	2	2	1	1	1	2	2	3	3	4	2	3	3
11	2	2	2	1	1	1	2	2	2	2	3	3	3	3	4
12	2	1	2	1	2	2	0	1	2	2	2	3	2	3	3
13	1	2	2	2	2	2	1	1	1	3	3	4	3	3	3
14	1	1	2	1	2	1	0	2	2	2	2	3	2	2	3
15	2	2	2	2	2	2	1	1	1	2	2	3	1	2	2
16	1	2	3	1	2	2	1	2	2	1	2	2	2	2	2
17	2	2	2	1	1	2	2	2	2	1	2	2	1	2	3
18	1	2	2	0	1	1	1	1	2	2	2	2	2	2	3
19	1	2	2	0	1	1	1	2	2	2	3	3	4	4	4
20	2	1	1	1	2	2	1	2	3	2	2	3	3	3	4

21	1	1	1	1	1	2	1	2	2	1	2	2	1	2	3
22	1	1	2	2	3	3	0	1	1	1	2	3	2	2	2
23	1	2	2	1	1	2	1	2	2	1	2	2	2	3	2
24	2	1	2	1	2	2	1	2	2	2	2	2	3	3	3
25	2	3	3	1	2	2	2	3	3	1	2	2	3	3	3
26	2	2	2	1	2	2	2	2	2	1	2	3	1	2	2
27	1	2	2	1	1	2	1	2	3	2	2	3	2	2	2
28	1	2	2	2	2	2	1	2	2	2	3	3	1	2	2
29	1	1	1	1	2	2	1	1	1	2	2	2	1	2	2
30	1	2	2	2	3	3	1	1	1	1	2	2	3	3	2
31	2	2	3	1	2	2	2	1	1	2	3	3	2	3	3
32	2	2	2	2	2	2	2	2	2	1	2	2	1	2	2
33	1	2	2	2	2	2	1	2	2	1	2	2	2	2	2
34	1	1	1	1	1	1	1	1	1	1	2	2	2	2	3
35	1	1	1	2	3	3	2	1	1	2	2	3	1	2	2
36	1	2	2	2	2	2	1	2	2	3	3	3	2	3	3
ΣXc	47	60	68	47	63	69	44	58	65	62	79	92	71	87	96
ΣXAn	175			179			167			233			254		
XA	1.30	1.66	1.88	1.30	1.75	1.91	1.22	1.61	1.80	1.72	2.19	2.55	1.97	2.41	2.66
Xc	1.61			1.65			1.54			2.15			2.34		
Xc	1.85														

4.4.3. The summary of Observation Checklist Results

The data obtained from the above two observation checklists are gathered, summarized and compared in the following two tables supported by the graph below

Table 35

Observation Checklist Results

Component →	Fluency		Grammar		Pronunciation		Vocabulary		Comprehension	
Group ⇓	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score	Total Score	Average score
Experimen Tal	278	2.56	324	2.99	266	2.79	351	3.24	346	3.20
Control	175	1.61	179	1.65	167	1.54	233	2.15	254	2.34
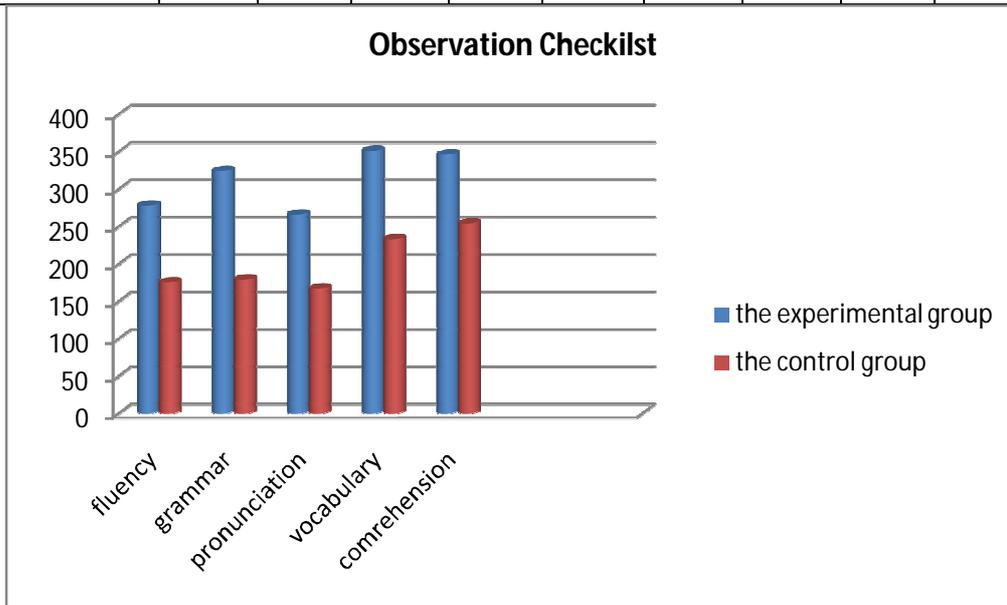
Figure 14. The Observation Checklist' Scores

The following table shows more clearly the difference in the means of the

observation checklist for both groups. As it is indicated, the experimental group showed

better results compared to the control group with a significant difference of (1.10) which

signifies that they achieved higher and better improvements in their speaking skill than the

participants of the control group which revealed the great positive effectiveness of the

implementation of authentic materials in teaching speaking skill.

Table 36

Observation Checklist Mean

Groups	Observation Checklist Mean
Experimental Group	2.95
Control group	1.85
Differences in the means	1.10
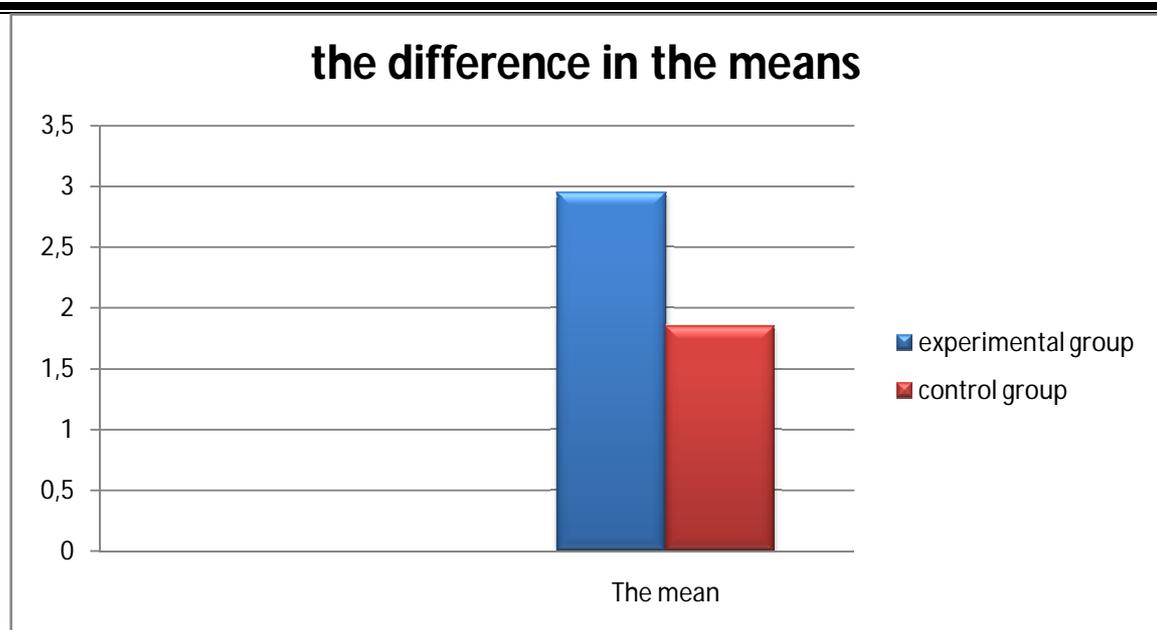
Figure 15. The difference in the means of the observation checklists

Numbers in the above tables supported by the above figure which illustrate clearly

the comparison of the two groups' scores in the observation checklist indicate that

students' scores of the experimental group are far and higher than the ones of the control

group in all the different criteria of assessment. Along all the sessions of the treatment, we

remarked a clear progress for the experimental group participants with a great motivation

and involvement in the entire presented lessons. Even the timid students who refused to

interact and speak at the first sessions started to participate and became more interested by

the module. By the end of the third session, three of those shy students admitted their

change, interest and willingness to improve their level using the adopted method to the

researcher. In fact, this positive perception and attitude towards the use of authentic

materials help the researcher to teach and carry on smoothly the designed lessons based on

the implementation of different types of such materials that are very rich sources of

vocabulary needed to perform fluently as well as authentic real pronunciation that make

students acquire several competencies and rules unconsciously as phonetics and grammar

rules

Compared to the results of the different tests of the experiment recorded by the

researcher, we found the same significant difference in favour of the experimental group

which ensures the reliability of our scores confirming and lending weight to validate our

hypothesis we expected before conducting our experiment at the beginning of our research.

4.5. The summary of the obtained results during the different phases of the research

All the obtained results during the different phases of the research are summarized in the below table supported by the following graph:

Table 37

Students' Scores during the Different Phases of the Research

The Phase The Group	Post test	Students' Self Assessment Scores	The Observation Checkilist
Experimental Group	3.66	3.15	2.95
Control Group	2.00	1.86	1.85
The difference in the Means	1.66	1.29	1.10
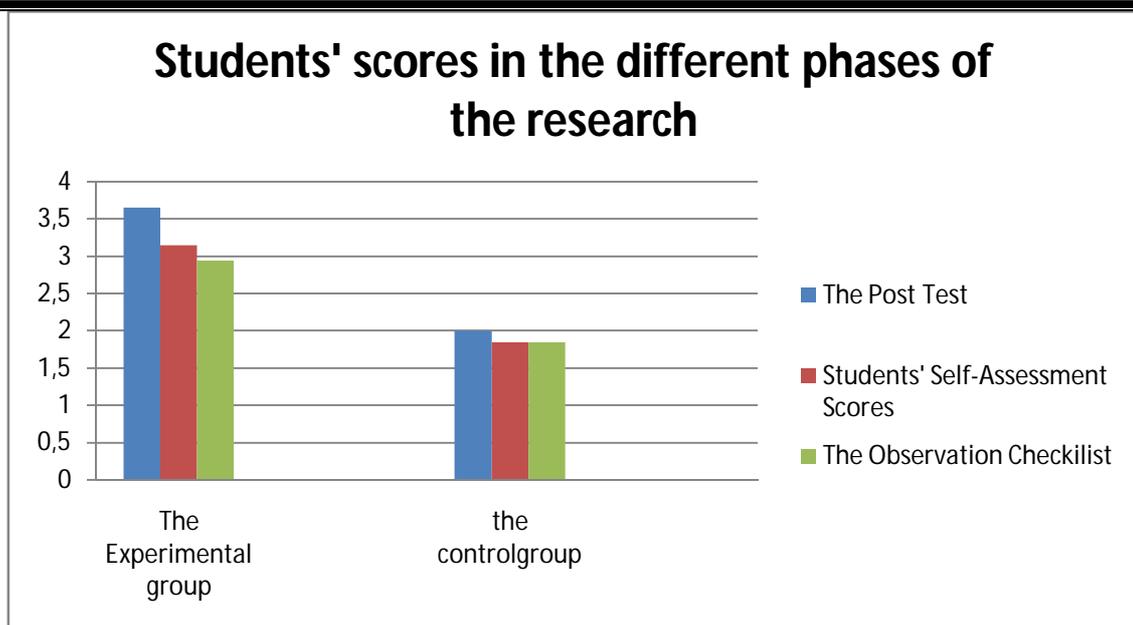
Figure 16. Students' scores in the different phases of the research

As indicated in the above table supported by the figure, it is clear to see the significant difference and improvement of the experimental group compared to the control group during all the different phases of the research. The results of the post test and the

observation checklist administered by the researcher supported by students speaking self-assessment scores ensure the reliability of our scores in which both researcher and students self-assessment of both groups have nearly the same significant difference and scores. Figures in the above table also proved and highlight the significant impact of the independent variable (authentic material) which has a great positive influence on students' oral performance who become more aware of the authentic real life of natives which present and guarantee the real exposure of the target language in its real contexts with different real life situations they may encounter outside the classroom. These results further indicate the success of our treatment in exploiting and bringing non-teaching authentic materials in teaching oral expression module to enhance students' speaking skills.

4.6. Conclusion

During a period of three months, the experimental group received a set of planned lessons based on the implementation of different non-teaching authentic materials in oral expression module while the control group' participants were taught the same themes but using the ordinary adapted method of topic discussions. The obtained results revealed that the progress of the control group was not considerable and did not reach the same level of the improvement as the one of the experimental group who developed their speaking skill quickly. This can affirm that incorporating authentic materials in teaching oral expression module has a great positive impact on students' speaking skill. The fact of experiencing real naives' spoken authentic language lead to a quick positive improvement in which students succeeded to imitate the different models and expression of natives with producing a well pronounced oral production; and knowing how various structures are

used in real language adding to the variety of vocabulary patterns when expressing their ideas and viewpoints

We believe that if students go through more learning via the exposure to the different types of authentic materials, they will exceed and go beyond their actual level as they become more aware of the different real life situations as these materials bridge the gap between the outside world and the inside classroom.

4.7. ANALYSIS OF STUDENTS AND TEACHERS' QUESTIONNAIRE

The main interest of our research is aimed to test our hypothesis which tends to investigate the effectiveness of incorporating authentic materials in promoting student' English oral performances as a foreign language at batna-2 University. Therefore, we have thought by integrating opinions and viewpoints held by our subjects being teachers and students concerning the subject under investigation. In addition, respondents' views will help us to understand more clearly the problem and collect information especially from the experienced teachers that strengthen our research credibility. Thus, to carry out this research, we administered a questionnaire for both students and teachers which we believed that it is among the suitable tools for procuring their opinions about the issue as said before in part B. In addition, we believed the necessity to involve the same students who engaged in the experiment to procure their viewpoints about the present way of teaching and check the main obstacles that handicap their oral skills.

4.7.1. Students' Questionnaire

The students' questionnaire is administered only to the thirty six respondents who took part in the experiment to collect their opinions towards the use of authentic materials to enhance their speaking skill. It is divided into three sections including both open and close-ended questions. The first section serves as general information which lists five items on the general overview of learners' knowledge and experience. This is voluntarily done in order to make the reader acquainted with the context in which we conduct our experiment. Section two includes four questions about Students' attitudes towards oral expression performance and module in which we try to explore their preferences and difficulties to perform better orally while the third section which includes eight questions deals with sstudents' attitudes towards the use of authentic materials. This last contains questions aiming to know students' reactions and the extent to which they were acquainted with the

new teaching materials. We also give them free space to express their ideas freely and suggest any further comments.

4.7.2. Teachers' Questionnaire

The questionnaire was administered to nine oral expression teachers of all levels. To consolidate our data, five copies were distributed to second year oral expression teachers while the rest of other four copies were given to teachers of other levels at the department of English at Batna-2 university aiming to examine teachers' methods and techniques they adopt in teaching oral expression module; and procure their viewpoints about their students' speaking abilities and their levels in oral expression module; how they design their tests; and on which criteria they focus on in scoring their students' oral performances. We also aimed to examine their attitudes towards the use of authentic materials as a teaching method to enhance their students' speaking skill. The questionnaire includes three sections. The first describes teachers' general information which consists of two items on the general overview of teachers' qualifications and teaching experiences. This is done for the sake of making the reader acquainted with the context in which we conduct our experiment. The second section lists six questions concerning teachers' opinions about the oral expression module, the technique they used to teach speaking, the way they design the test to measure students' performances, and the aspects they focus on in scoring their students' oral abilities. The last section includes ten items about the use of authentic materials as a teaching technique to promote students' achievement' level and motivation in oral expression classes. At the end of the questionnaire, teachers are further asked to mention any suggestions and other points related and should be discussed in this topic. Giving teachers such opportunity to say freely what they want about the subject under investigation will bring new insights and illustrate further issues about the topic under study.

4.7.3. The analysis of Students' questionnaire

SECTION ONE: Background information

Item One: Gender

Table 38

Students' Gender Distribution

Response	Male	Female	Total
Participants	07	29	36
Percentage(%)	19.44	80.55	100
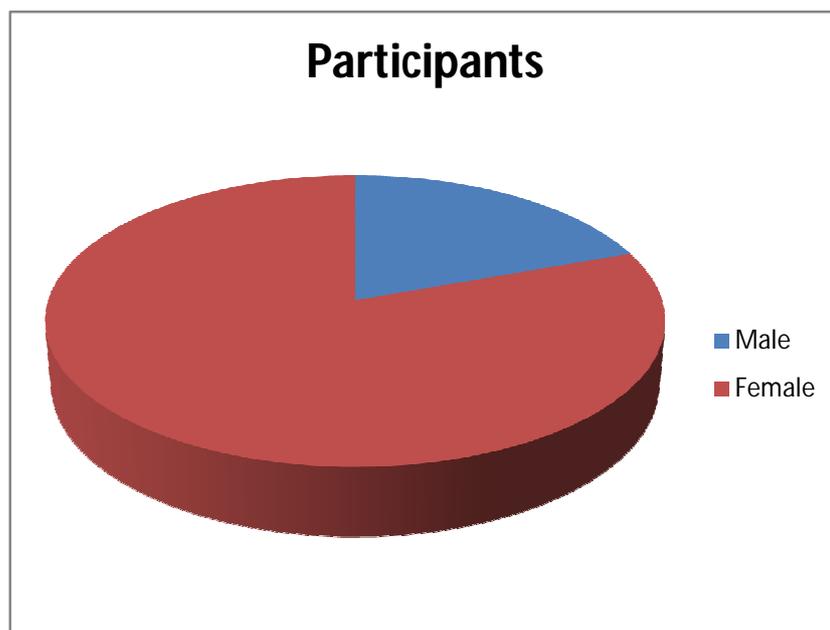
Figure 17. Students' gender

Numbers in this table show that the sample consists of (36) participants among (29)

(80.55%) are females and (19.44 %) are males which clearly signifies females over

representation at the Department of English at Batna-2 University. Girls represented the

bulk of students enrolling in the English department. This arrangement and distribution

can be generalized to the entire of English department in Algeria. This lends weight to the

plausible argument which asserts that Algerian girls are eager and more interested to learn foreign languages as the case of English than boys. This girl's overrepresentation in learning English has had a profound fact which reveals that girls tend to register in a particular feminine direction which is teaching rather than boys who show more desire to be enrolled in scientific fields out of the available ones.

Item Two: Age

Table 39

Students' Age

Age	Response	Percentage (%)
19	7	19.44
20	15	41.66
21	7	19.44
22	5	13.88
23	1	2.77
27	1	2.77
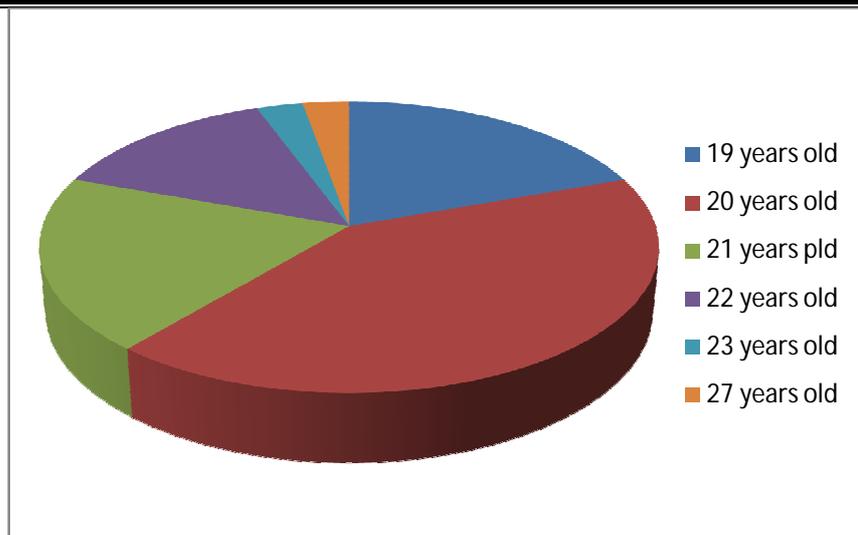
Figure 18. Students' age

In this item, we are seeking to have an idea about students' age which ranges from 19 to 27 years old. The data we obtained does not show a great diversity concerning the age of our students in the sample of the experimental group. All the participants are teenagers which vary their ages in different five groups from 19 to 23. This shows that they are nearly in the same age. The majority of students in the experimental group are 20 years old (41.66%) which is the normal age for second year LMD students. (7) Participants (19.44) are 19 years old who started earlier their education with an equal percentage of (7) representing (19.44) students of the age of (21) years old. Five (5) students of them representing (13.88%) are aged (22) while only one (1) students is (23) years and one (1) other aged 27 years old who is supposed to be the older participant. This latter is tended to already experience graduate learning in other fields.

Item Three: Type of high school streaming

Table 40

Students' Type of Baccalaureate

Response	Scientific	Literary	Others
Participants	16	18	02
Percentage (%)	44.44	50	5.56
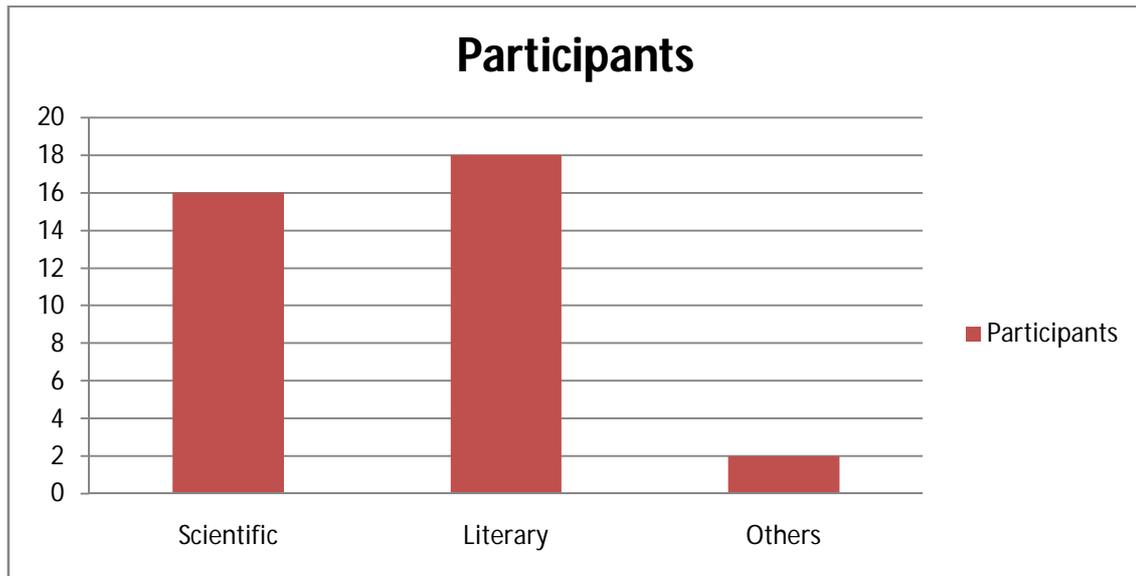
Figure 19. Students' BAC stream

Through this question, we aimed to recognize our students' educational background and the type of baccalaureate they hold so that we know their preceding language discovery which had a great role and profound influence on students' learning process. We thought that previous language discovery would affect their motivation and eagerness to receive new knowledge and practice the language. The results in the above table showed that high proportion of students 18 (50%) belong to literary streams while (16) of them (44.44) hold scientific baccalaureate. Two of them (5.56%) who represented the other in the table had different streams. One is technical while the other one had both scientific and literary streams. This category of students was studied different subjects in different department due to many causes as failure and willing to study English.

It is clearly seen from the table that our sample consists of students of different educational backgrounds with different and mixed language abilities. Thus, the teacher should be aware of students' different learning strategies, levels, abilities, and styles. We still believe that the fact of exposing students to different authentic materials will fit students' needs, styles and capacities.

Item Four: Students' choice of English

In this question, we try to know why students choose English language to study in the university. We also try to single out whether our participants voluntarily choose English to learn at the university or it is imposed on them, and links this fact to their readiness to acquire and learn more during the learning process. We believe that this background information affect learners to perform better during the learning process. The following table has a lot to say:

Table 41

Students' Choice

Response	Imposed	Personal choice
Participants	**07**	**29**
Percentage (%)	**19.44**	**80.55**
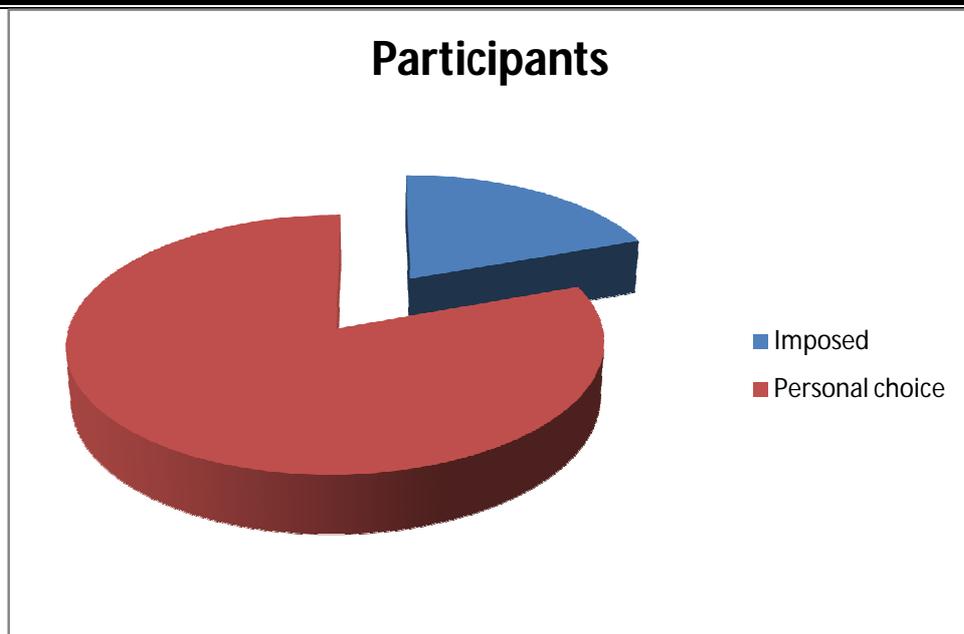
Figure 20. Students' choice of English

The above table shows that a proportion of our respondents 07(19.44%) claim that they are obliged to study English. Some of them justified this by their low Baccalaureate

average while others claimed that choosing English is imposed whether by their parents or administration. However, the majority of them 29 (80.55%) stated that English is their voluntary choice since they are eager to learn the international English language that enables them to travel and communicate with foreigners easily as it becomes one of the most necessary job requirement. They argued their answers by saying that English is today's language that must be mastered. Some of them stated that they opted for studying English because of professional reasons especially teaching and as they are going to establish companies abroad and speaking English fluently will facilitate communications and all the deals. This high percentage of students who enroll in English as a personal preference and interest in the field shows a great motivation to learn the language and this is worthwhile and auspicious to achieve better and enhance their oral skills.

Item Five: Students' favorite module

Table 42

Students' Preferable Module.

Response	Oral expression	Written expression	Other
Participants	**22**	**07**	**07**
Percentage (%)	**61.11**	**19.44**	**19.44**
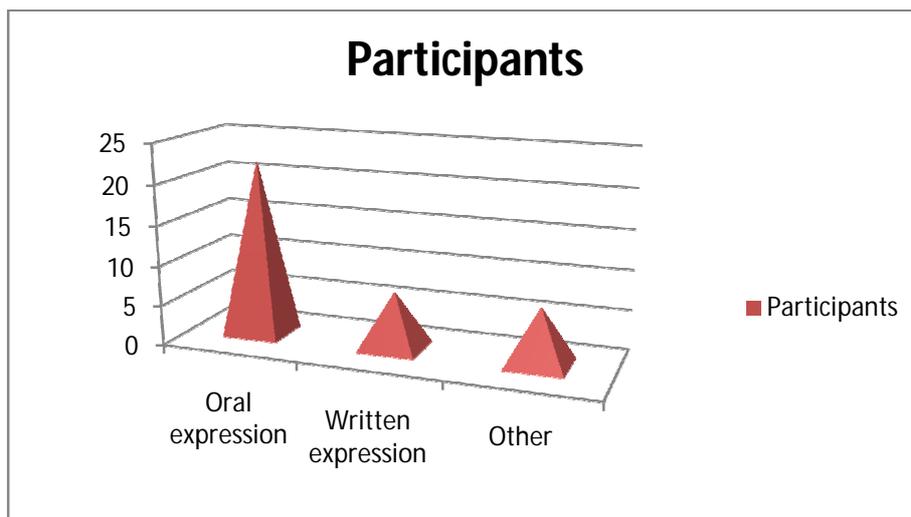
Figure 21. Students' preferred module.

The data obtained displayed that high percentage of participants 22 (61.11%) preferred oral expression module. They explained that by saying that they had the opportunities to express their ideas and discussed various topics so that they fostered their oral proficiency. They also stated that they faced difficulties in writing but the excited and motivational oral expression courses enable them to speak freely without focus on grammar rules and punctuation. In addition, some of them asserted their choice of oral expression module since their primary goal of their study is to speak English and enhance their oral skills as it is helpful for their professional and teaching career. However, the low percentage of participants 07 (19.44%) preferred written expression module. For them, this module devoted them enough time to think, organize ideas, and select the appropriate words and expressions. They preferred writing rather than speaking since they were timid, and they feel free and comfortable when writing individually. Some of them justified this by having difficulties in pronunciation and teacher' adopted method during class. Another proportion of seven students (19.44%) reported that preferred other different modules. Four of them indicated that liked CCL module since they were fond of learning other cultures, civilization and history. Two students preferred grammar module as they it

enables them to learn more structures and language rules to use in writing. While only one

student liked phonetics module since he had pronunciation difficulties and this module is

the key of his problem.

Section Two: Students' attitudes towards oral expression performance and module

Item6: Classification of the four skills according to their difficulty

In this item, we asked our students to order the four skills according to their

difficulty. They are required to answer the question by rating from the first to the fourth.

All the data we obtained are classified in the following table

Table 43

Table Classification of the Four Skills

The skill	Writing	Reading	Listening	Speaking
The rank	The third	The fourth	The second	The first
Participants	08	03	11	14
Percentage (%)	22.22	8.33	30.56	38.9
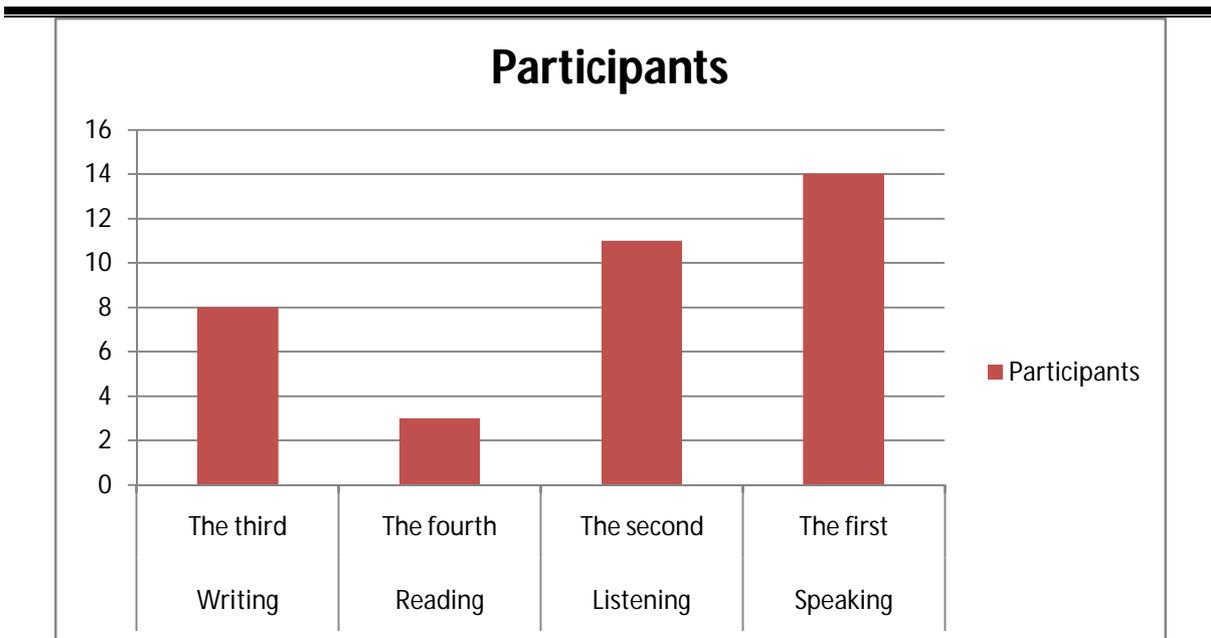
Figure 22. The ranking of the four skills according to their terms of difficulty

The findings revealed that the majority of our subjects 14 (38.9%) reported that speaking is the most difficult skill follwed by listening in the second renk with (30.56%) of the total responce. At the third rank, they tick the writing skill (22.22%) while only 03 (8.33%) respondents put the reading skill. In this item, our subjects acknowledged that both speaking and listening are the most difficult ones since they are interrelated and must be taught before the other skills. In fact, the aim of all learners is to speak the target langauge. That's why they gave a great importance to this skill that is achieved via the help of the listening skill since they will become teachers and need to speak and teach the language. However, we deduce that, although both speaking and listening are given a particular and exceptional consideration, students still complained and face difficulties to master them as they need not only the grammar structures and lexis to form sentences, but they demand the way and how to interact appropreiately and convey meanings in diiferent contexts. However, this does not make us to deny students' role and their responsibility. This occurs may be due to the lack of practice, the lack of self confidence, fear of making mistakes, and facing difficulties in both grammar, prononiciation and vocabulry. Concerning listening, students encounter problems to catch up the new strange difficult words correctly as they are hard to understand and with a very fast rate of speaking specially those of songs and natives. Less difficulties are encountered with writing and reading skills since all modules recquires both of them as they are taught in a written mode depending on reading and memorizing contrary to speaking which is taught only one session in the week.

Item7: What makes your speaking skill poor?

In this question, we aimed to know the reasons behind students' poor oral performance. We willingly asked this question to highlight and identify the main factors that handicap second year students to speak fluently and accurately. The table below supported by the following figure seems to say a lot.

Table 44

The Reasons behind the Poor Speaking Abilities

The reason	Participants	Percentage (%)
Limited vocabulary	**17**	**47.22**
Pronunciation difficulties	**25**	**96.44**
Lack of self-confidence	**17**	**47.22**
Mother tongue interference	**10**	**27.78**
Grammatical mistakes	**23**	**63.89**
Fear of making mistakes	**19**	**5.78**
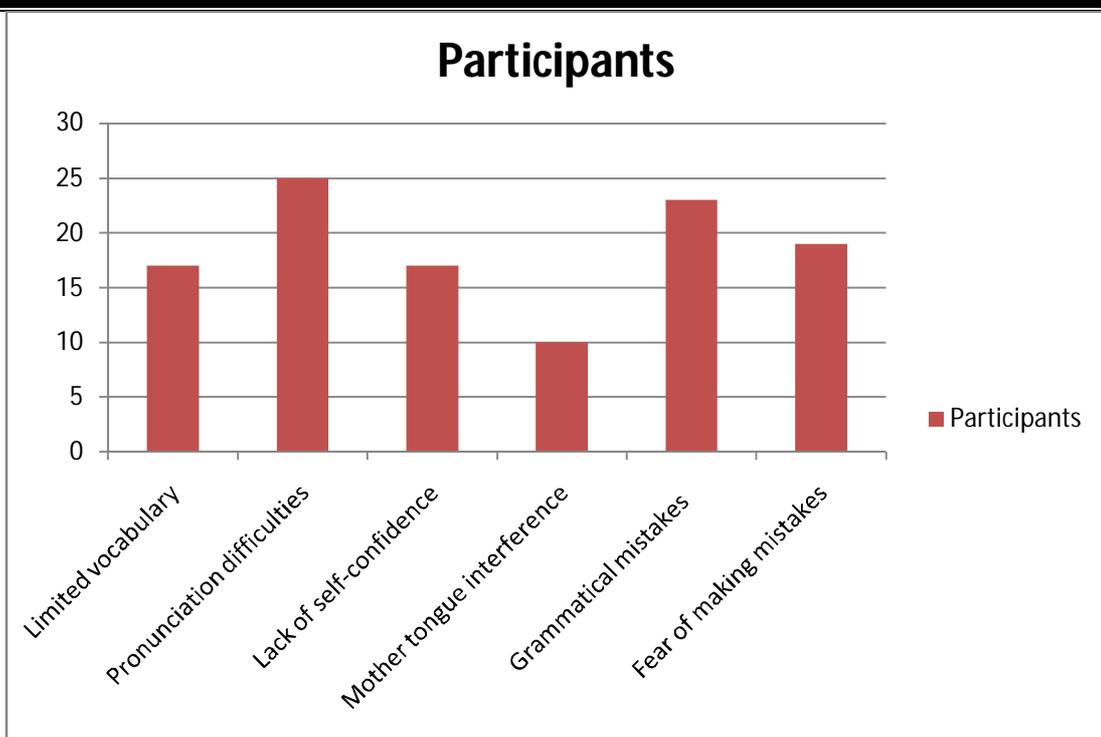
Figure 23. Students' speaking abilities

We noticed after collecting the data that all the respondents answered this question and each one mentioned more than one reason for their poor speaking skill. We found that all learners did not deny that they had problems and difficulties in speaking. This leads us to assure that all second year students' speaking skills need refinement. According to the high percentage of our participants (96.44%), this problem was mainly due to pronunciation difficulties since they pronounced the word as it is written without applying the different pronunciation rules as stress, weak forms, and intonation while equal percentage of (47.22%) is caused by the limited vocabulary and some psychological factors as the lack of confidence to face the audience and talk in front of them. For (63.89%) other, mastering grammatical mistakes hindered them to speak well while the minority of them (5.78%) indicated the fear of making mistakes was the main reason behind their low oral performance. The other (27.78%) claimed that mother tongue interference handicapped their speaking since the lack of linguistic repertoire unable them to verbalize the message they want to transmit. Thus, they hideaway and go back to their mother tongue to solve the problem. These answers signifies that students did not have a real exposure of the target language with an apparent lack of reading that lessens vocabulary and linguistic competency adding to mastering grammar rules and pronunciation problems; and this is due to the lack of outside classroom practice in which they try to speak only in oral expression session. Another plausible explanation for that would be the focus on teachers' inadequate used method that does not take into account students' needs and their preferred way to be taught without forgetting the limited teacher-student relationship which handicaps learning and shrinks the teaching outcomes since there should be a strong relationship between the teaching method and the learning outcomes.

However, five students (05) did not deny the positive impact of the new adopted

teaching method, depending on the real exposure of the target language using different

types of authentic materials, where they supported their answers by claiming that they used

to face both grammar and pronunciation problems that were diminished when they came

into direct contact with the real language used by natives. Two of them indicated that they

were unable to speak freely and express their intended ideas because of the 'huge' fear of

making mistakes with the lack of confidence to face others that they started to get rid when

they were taught via real authentic aids that support them with the real relaxed atmosphere

where they can speak and imitate the real language speakers. In fact, their answers gave

weight to ensure the positive impact of authentic materials' exposure to foster students'

speaking skill.

Item8: Do you think time devoted to oral expression module during a week (one session) is sufficient?

Table 45
Students' Opinions of Time Devoted to Oral Expression Module.

Response	Yes	No
Participants	**09**	**27**
Percentage(%)	**25**	**75**
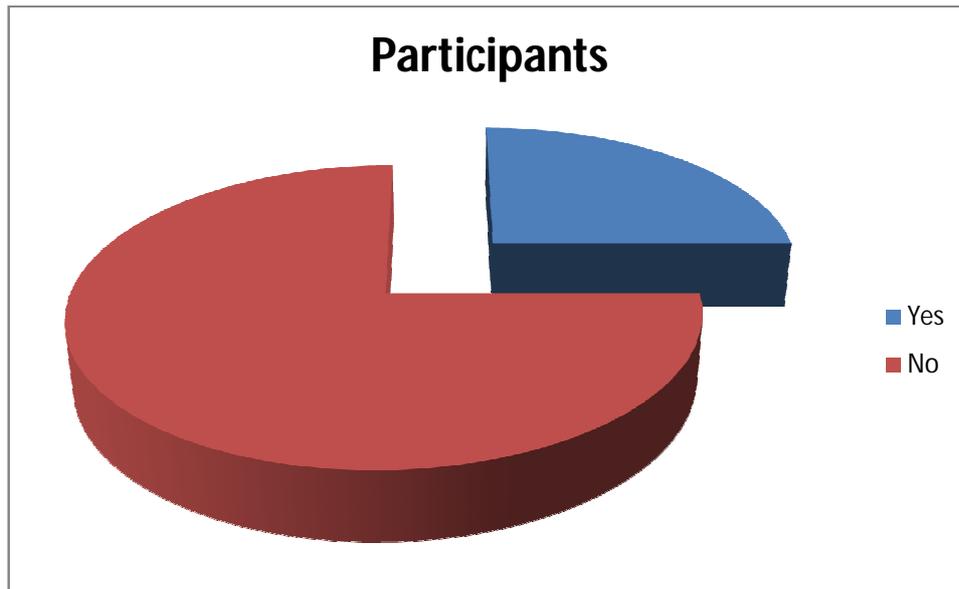
Figure 24. Students' opinions concerning the time allotted to oral expression module

In this item, we are seeking to explore whether time limit affects students performance or not. The above table indicates that most of participants 27(75%) report that time devoted for oral expression module (one session per week) is not sufficient. They argue their answers by mentioning large class size that handicaps giving enough time for each member to think and express his/her thoughts. They also suggest another additional session that helps them to speak and get rid of stress coming from other modules and having the opportunity for everyone to share his/her ideas since these students can foster better their oral skills only through this module. On the other hand, 09(28.25%) of them state that oral expression time is sufficient for them. However, they do not justify their answers. This may be due to their developed oral skills.

Section Three: Students' attitudes towards the use of authentic materials

Item9: How often do you use authentic materials outside the classroom? Explain?

Through this item, we asked our respondents whether or not they used any kind of authentic materials outside the classroom aiming to explore how much they were familiar

with the new language inputs they exposed to. The obtained data are organized in the

following table:

Table 46

Frequency of Students 'Uses Authentic Materials Outside the Classroom.

Response	Always	Sometimes	Rarely	Never
Participants	00	11	17	08
Percentage (%)	00	30.55	47.22	22.22
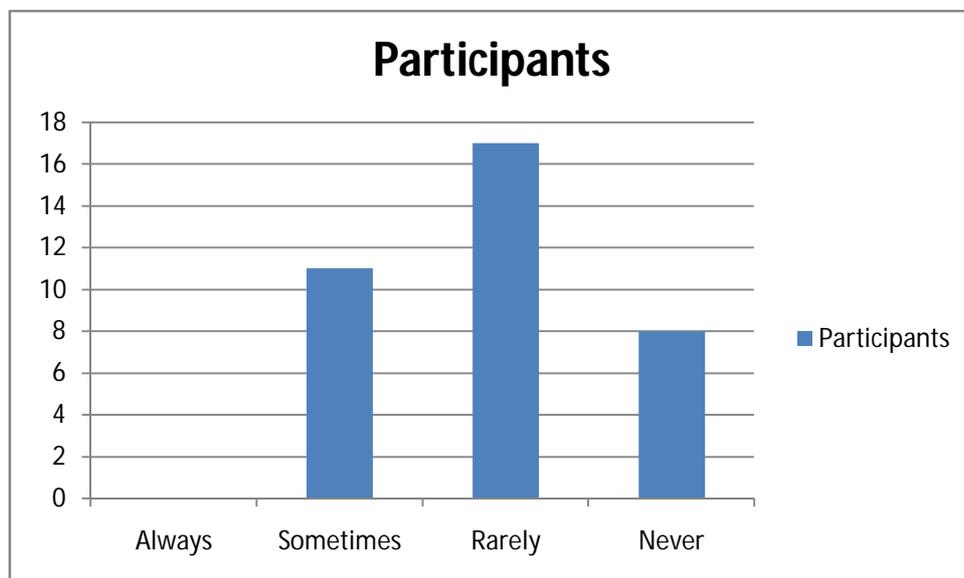
Figure 25. Students' use of authentic materials outside the classroom

The scores obtained in this question clearly showed that no one of our respondents

have a perennial routine of using any kind of authentic materials. The above table reveals

that the majority of students 17 (47.22%) confessed that they rarely use authentic materials

outside the classroom as movies, You Tube videos and songs. They explained this by

saying that these materials are strange and they are unfamiliar with their topics, cultures,

and words. What surprising are the opinions held by eight students (22.22) who reported

that they never use such materials and they are not a part of their leisure time activities.

They argued their answers by claiming that these aids are meaningless, needless and pointless as they are hard and beyond their actual levels. We also found out that eleven of them (30.55) indicated that they sometimes deal with these materials. This entire category represents girls who are fond of Moda, foreign famous singers and movies. They stated that they are keen on discovering foreign culture and eager to speak the target language fluent as the natives do while no one had the habit to use authentic materials always outside the classroom. What is observed here in this item is that girls use more different authentic materials than boys since girls are fond of Moda, imitating foreign singers, serials, and movies. Thus, we can say that these findings lend weight to the argument that second year LMD students do not explore and take benefits of other sources that support their learning. They only focus on what is included in their courses and programs which signifies that they are passive learners who rely just on the teacher inside the classroom. Another plausible explanation for that is the lack of the availability of these materials in the university where students did not have an easy access to such language inputs.

Item10: How frequently did your teachers of other modules use authentic materials?

In this item, we sought to explore whether teachers of other modules expose their students to real authentic materials to support their lessons or it is limited to only oral expression module.

Table 47

 Frequency of Teachers 'Uses Authentic Materials outside the Classroom

Response	Often	Sometimes	Rarely	Never
Participants	**00**	**06**	**11**	**19**
Percentage (%)	**00**	**16.66**	**30.55**	**52.77**
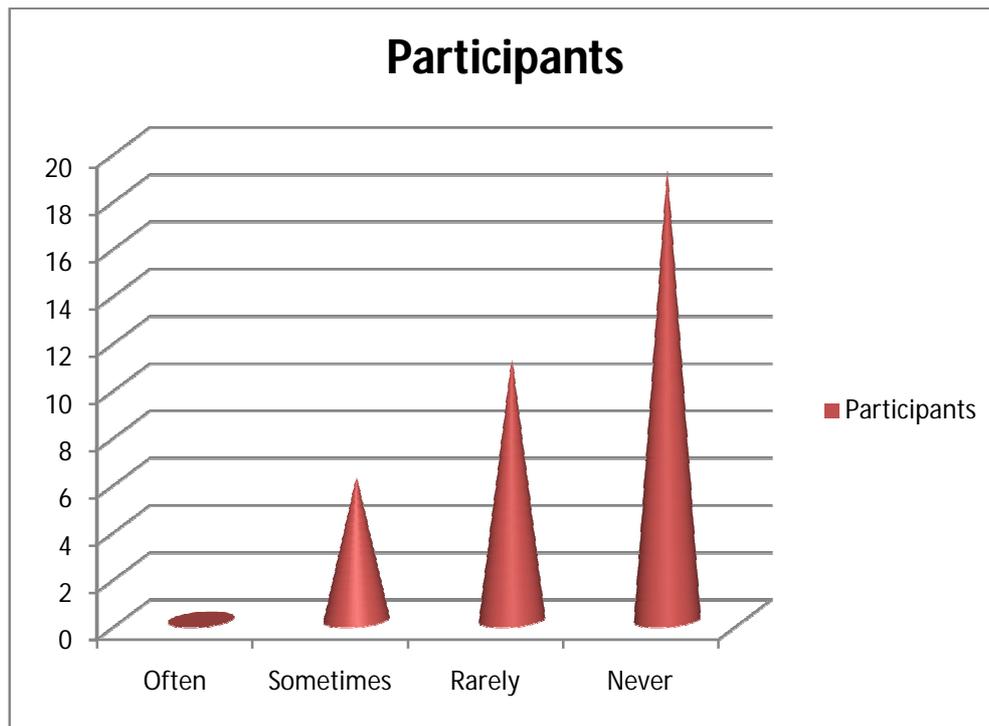
Figure 26. Teachers' use of authentic materials

The data obtained are really surprising since the high proportion of our respondents 19 (52.77%) reveal that their teachers never use authentic materials when teaching other modules which signifies that those teachers are still adopting old teaching traditional teacher-centered methods where the learner is restricted to certain courses and receive the language while the teacher did the whole work. This would not foster students' oral performances as they have neither an exposure of the target language nor the time and opportunities to practice that .language. 11(30.55%) of them reported that they rarely use them which denote that those teachers may do not know how to use them, do not have a great access to such materials, or do not have enough culture about foreign communities to teach. They may struggle to find out the materials, take a long time to proceed and prepare activities. However, a few proportion of them 6 (16.66%) asserted that they sometimes use these materials to teach different modules while no teachers diversify their lessons through integrating different kinds of the new developed authentic materials. This signifies that

teachers of other modules prefer to confine themselves to what is known as old-fashioned ways of teaching that may not respond to all kinds of learners existed in the classroom. They just try to make debates and open topics to discuss that do not create authentic conversational environment. On the other hand, just very few of them try to use different modern authentic materials that contribute to enhance all students' skills specially the speaking ones. Contrary to the previous category, they try to teach native English via integrating native authentic materials as audiovisual devices.

Item11: What is your attitude towards the use of authentic materials in oral expression module?

In this question, we tried to find out students' points of view concerning the use of utilizing authentic materials in oral expression classes. We aimed to know how our subjects evaluated such materials in their learning of English particularly speaking skill. Their answers are classified in the following table:

Table 48

Students' Attitudes Towards Authentic Materials in Teaching Oral Expression Session

Response	I like it	Neutral	I hate it
Participants	25	10	01
Percentage (%)	69.44	27.78	2.77
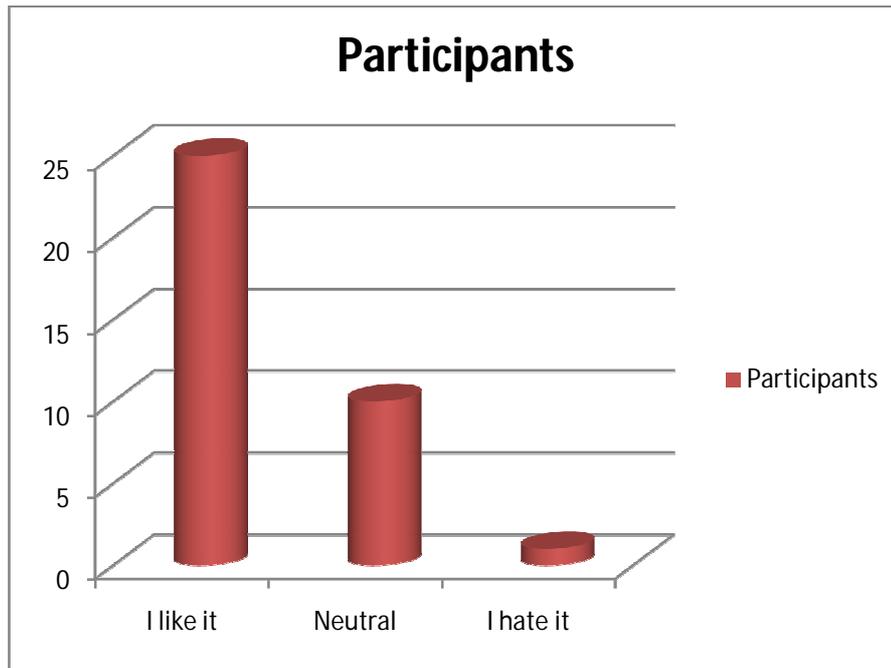
Figure 27. Students 'viewpoints about the use of authentic materials in teaching oral expression session

After analyzing the respondents' answers, we find that most of them 25 (69.44%) have positive attitudes towards the use of authentic material and agree on its positive effects in fostering the different skills specially listening and speaking ones. They are satisfied with the way of the course is presented. They justify that using these materials is the only way to enhance their pronunciation and increasing their motivation to speak fluently. It also helps them to cultivate themselves about English speaking foreign countries and create a healthy communicative atmosphere to practice the language since effective learning can occur only in such relaxed enjoyable atmosphere. In the other hand, only 01(2.77 %%) of our participants have a negative attitudes since it is very difficult for them to understand the natives when speaking so fast using a huge amount of complex vocabulary. So, they believe that it is a waste of time to deal with these materials; instead, they prefer to focus on their teachers who use simple language and facilitates as much as

possible for them to acquire the target language. However 10 of our respondents take the in between case as they are neutral.

Item12: How often do you enjoy the oral expression course with the use of authentic materials?

This question aimed to know students' attitudes towards the use of authentic materials in oral expression module. We sought to explore whether students appreciated or not the present way of teaching using authentic materials. Through this item, we also aimed to know to what extent their motivation in oral classroom is increased.

Table 49

Students' Opinions about the Use of Authentic Materials in Oral Expression Classroom.

Response	Much	Little	Not at all
Participants	**29**	**06**	**01**
Percentage (%)	**80.56**	**16.67**	**2.77**
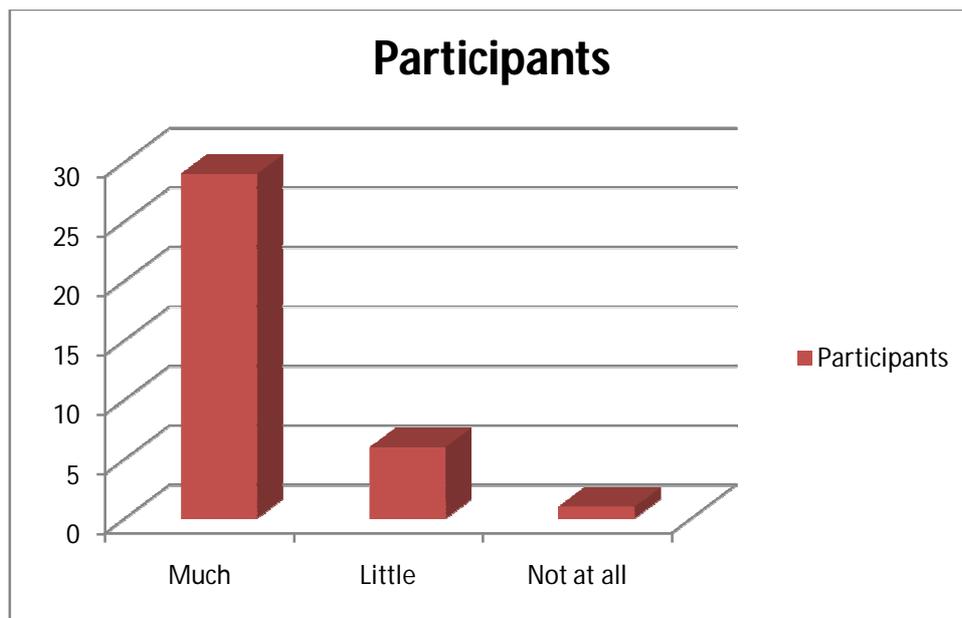
Figure 28. The use of authentic materials in oral expression class

Most of the students we asked 29 (80.56%) indicated that they enjoyed a lot oral expression course with the divergent kinds of authentic materials (audio, visual, audio-visual, and printed materials). This denoted the advantageous implication of such materials that touch the different learning styles of students to acquire more and foster their speaking skills. This further signifies that such enjoyable language inputs raised students 'desire, will and motivation to learn more, struggle to understand the contents, and interact using the target language in the classroom so that they can perform better orally in different real life situations. For (06) respondents (16.67%) stated that they enjoyed little learning with authentic materials while only one (1) respondent (2.77) claimed that he did not like such inputs, and this could be due to the complexity and the difficulty of these materials as they spoke very fast and contain very hard lexis with different cultures and values.

Item 13: Do you think it is necessary to use authentic materials to foster the oral skills?

Through this item, we want to see students' viewpoints about the necessity of applying authentic materials to foster students' speaking skills in oral expression classes. We aim to know to what extent their achievement level in oral classes is increased. The results we obtained are displayed in the following table:

Table 50

Students' Evaluation of the Use of Authentic Materials in Enhancing Speaking Skill

Response	Yes	No
Participants	**27**	**09**
Percentage (%)	**75**	**25**
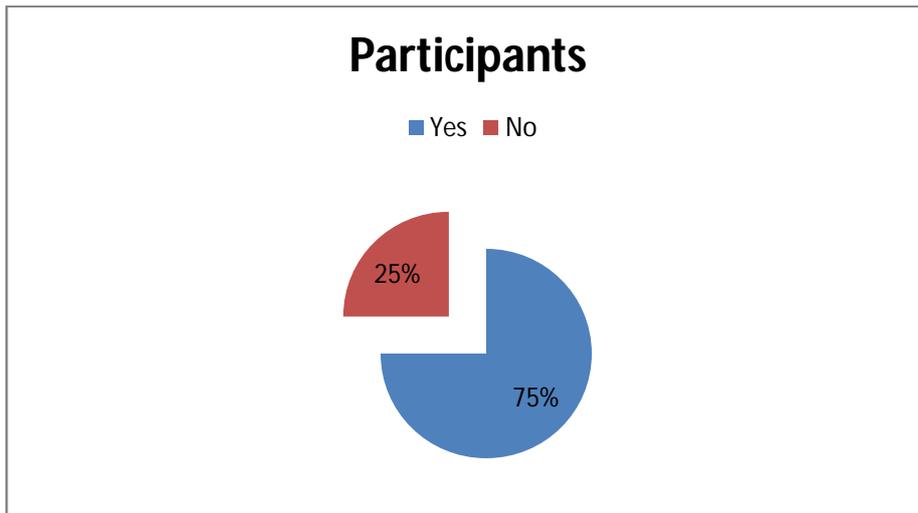
Figure 29. The necessity of using authentic materials

The collected answers confirmed that (75%) the use of authentic materials are necessary to enhance students' speaking skills. Their responses approved the advantageous great roles to foster the different components of students' oral performance. Such materials have a profound influence on increasing students' range of vocabulary, promoting their pronunciation, mastering the different grammar structures, boosting their fluency, and developing their comprehension abilities to understand not only the gist of the conversation but decoding more complex details. Many of this category reported that thanks to the new teaching materials, they became able to watch TV movies without depending on the lower translation, listen to songs and understand details, interact appropriately in different situations with foreigners via social media, understand their values, cultures and taboo. All in all, we can deduce that the use of authentic materials helps learners to overcome their speaking weaknesses. However, nine students (25%) acknowledged that these materials did not fit them since they are complex and too hard to understand. They stated that they tried hard to adapt themselves with this new strategy but they failed in spite of the teacher's efforts as they are beyond their levels. This signifies that those students' levels are elementary and too weak, and need extra courses about the basic lessons of the

language. Hence, these findings lead us to confirm that students' speaking skill can be developed via the use of authentic materials.

14- How did you find the difference in oral expression module using authentic materials and learning it in the usual way?

In this item, we asked our students, who took part in the experimental group, this question to know whether our respondents recognize any difference in teaching oral expression module through the use of authentic materials and the previous teaching method. Their answers are summarized in the following table:

Table 51

The Difference in Learning Oral Expression

Response	Completely different	Slightly different	Similar
Participants	**34**	**02**	**00**
Percentage (%)	**94.44**	**05.55**	**00**
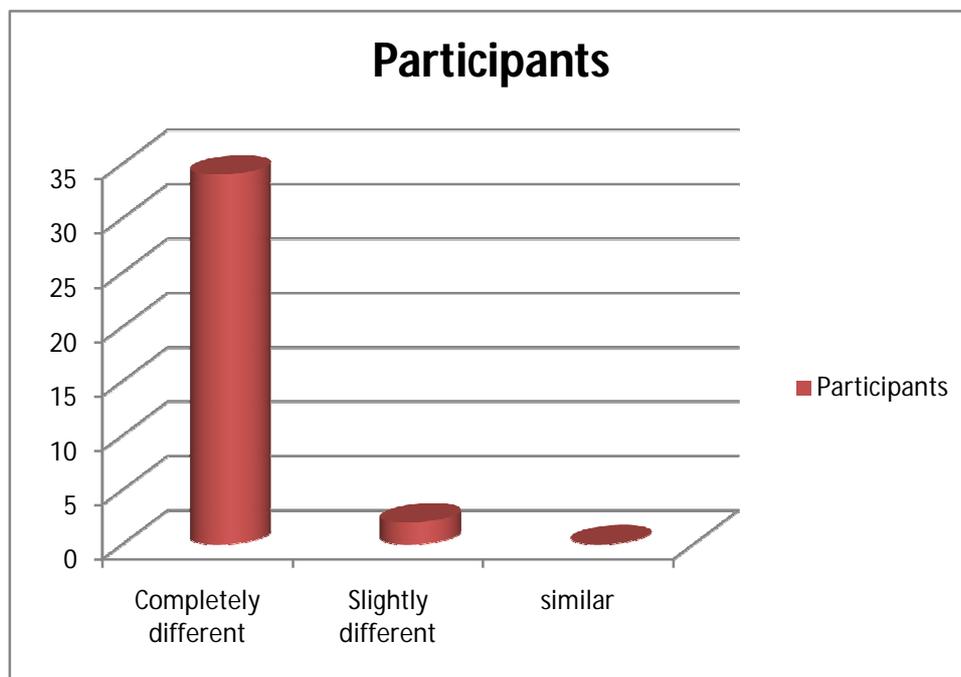
Figure 30. The difference in learning speaking

The above table indicated that high percentage of our respondents 34 (94.44%) ascertained that they noticed a difference in learning speaking and learning it in the usual way while just two (2) of them stated that they remarked a slightly difference. Additionally, no students claimed that both teaching techniques are similar which proves and lends weight to the great effectiveness of such materials. Our subjects argued their answers by emphasising on authentic materials' advantages which are as follows:

They justified by saying that authentic materials helps them to:

-Increase their motivation to practice the real native language

- Create a healthy communicative environment

- Expose them to the real authentic language made by natives

- Teach them how to deal and interact in real contexts

- Make them closer to the target culture and its community

- Enrich their knowledge and the range of vocabulary they had

- Enhance their pronunciation

From our respondents' answers, we deduce the considerable satisfaction concerning the use of new authentic materials to promote their oral skills which denoted the development in their speaking and achievement level.

Item 15; -Do you think that the present way of teaching using authentic materials trains you to interact appropriately outside the classroom in different real life situations?

In this item, we try to find out students' points of view concerning the necessity and effectiveness of utilizing authentic materials in the classroom. By asking this question, we wish to explore whether students are aware of the advantages of learning speaking using these language inputs as a suitable instructional tool to teach oral kills to enhance their oral skills to communicate appropriately in different real life situations outside the classroom.

Their opinions are classified in the following table:

Table 52

Students' Opinions Towards the Present Way of Teaching

Response	Yes	No
Participants	**27**	**09**
Percentage (%)	**75**	**25**
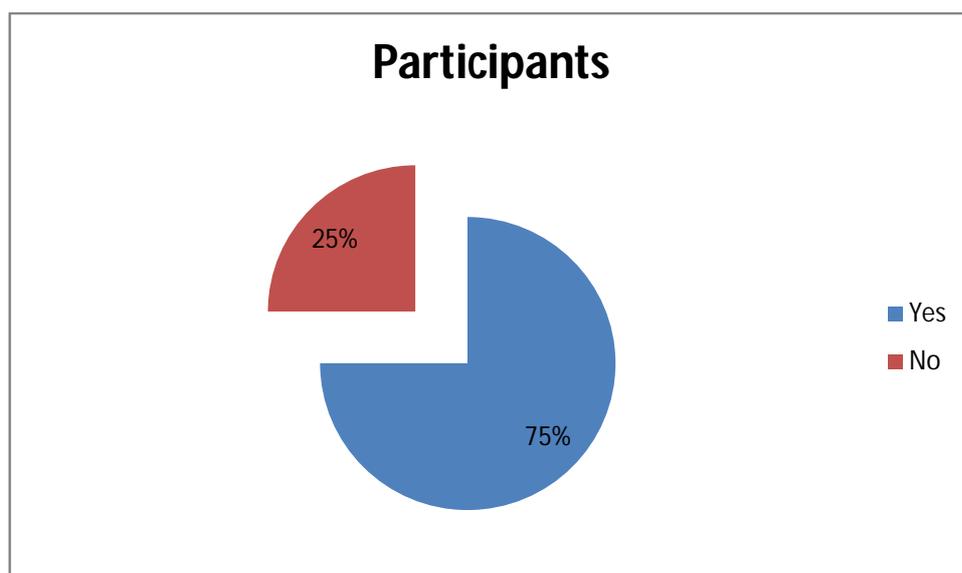
Figure 31. The present way of teaching

The results showed that the great majority of students 27(75%) believed that using authentic materials helped them a lot to interact appropriately outside the classroom in real life situations. They affirmed that being exposed to such valuable materials enable them to understand clearly the other culture, environment, values, traditions, and the way of thinking of foreign communities as they provide truly realistic examples of the foreign country, language and people's lifestyle. They further explained that such language inputs enable them to interpret flexibly ideas and events from different cultures, and increase their cultural awareness and knowledge about others communities.

Thus, we can deduce that students have positive attitudes towards the use of authentic materials in fostering their intercultural communicative competence as they increase their achievement' level, motivation, and increase their readiness and openness to learn more. They think that these materials are the best aids that can convey the real cultural identity of the foreign society. Therefore, we can say that students urge the need to incorporate such language inputs to develop their intercultural communicative competence in order to become more aware of different conversational behaviour in common situations in the target culture and learn how people encode messages and meanings so that they can interact effectively in the target language with other people of other culture.

In the other side, only (25%) of students (9) stated that authentic materials did not help them to interact appropriately outside the classroom in different real situations. They justified their answers by saying that these materials are difficult neither to understand nor to use. Such language inputs convey a culture and values different from their ones. They fail to decode meaning and interact using what should be said to fit different real life situations. In this case, we deduce that these students are whether very weak and need more extra sessions about the basic elementary level to join back their colleagues or they are timid in which their shyness handicaps interaction and communication with others.

16-What are your suggestions for teachers of oral expression module to enhance the foreign language speaking skill?

In the last question, we gave our students the opportunity to think, express themselves, and suggest ideas for their teachers to make learning more effective particularly oral expression module. The obtained suggestions are as follows:

- Administration should design another extra oral expression session since the time allotted to this module is not sufficient.

- Teachers should diversify their teaching methods to fit different learners' needs and styles.

- Teachers should diversify the teaching materials and create a healthy communicative classroom.

- Oral expression teachers should divide the crowded classes into sub-groups to give the chance to every student to interact and express his/her ideas.

- Using authentic materials should be a compulsory teaching technique in oral expression module.

- Authentic materials should be used in all the modules and should not be restricted to only oral expression one.

- Teachers of all modules should teach using authentic materials since they are the only key strategy that increase students' motivation and create a healthy atmosphere to learn and achieve more.

- Teachers should select those materials according to their students' level and needs.

- All teachers should have training in how to use such language materials.

- The administration should repair the language laboratory to use these means easily.

Conclusion

Concluding this section, we can say that students' responses have highlighted some areas and a number of points worth noting and stressing in our research. It is clear from students' answers that they had a bad idea firmly in mind and a strong wrong belief about the complexity and difficulty of mastering the speaking skill. They still believed that speaking a foreign language accurately and fluently is far and out of reach. This lends a strong barrier and obstacle for students to perform better orally. It is perhaps not surprising that new postgraduate teachers contribute to that belief as they lack teaching experience. The results also revealed that the time devoted to the oral expression module is not sufficient (one session of three hours per week) since it does not ensure and give the opportunity to all students' practice the language and share their ideas. In addition, students complained concerning the large noisy class size which handicaps communication. Thus, creating healthy communicative authentic classrooms is very important to enhance students' speaking skills and practice the target language. The findings also indicate that the majority of other teachers' module do not use and support their lessons with authentic materials that ensure the real exposure of the target culture and language, enrich students' knowledge, and make sure that authenticity is present in the classroom. Consequently, we can conclude that all teachers should vary their lessons and support it through integrating real authentic materials that represent real events and natives' culture. Moreover, the results that emerge from this questionnaire is that students became keen on using authentic materials and enjoyed the present way of teaching oral expression module as they realize the total difference between the old previous teaching method and the new motivating one. Thus, the results lend a strong support to the use of authentic materials to enhance students' speaking abilities. Their satisfaction reflects the

effectiveness of authentic materials to promote students' achievement level and motivation

to perform accurately and fluently.

4.7.4. Analysis of Teachers' Questionnaire

Section One: General Information

Item One: Teachers' Gender

Table 53
Teachers' Gender Distribution

Response	Male	Female
Participants	**02**	**07**
Percentage (%)	**22**	**78**
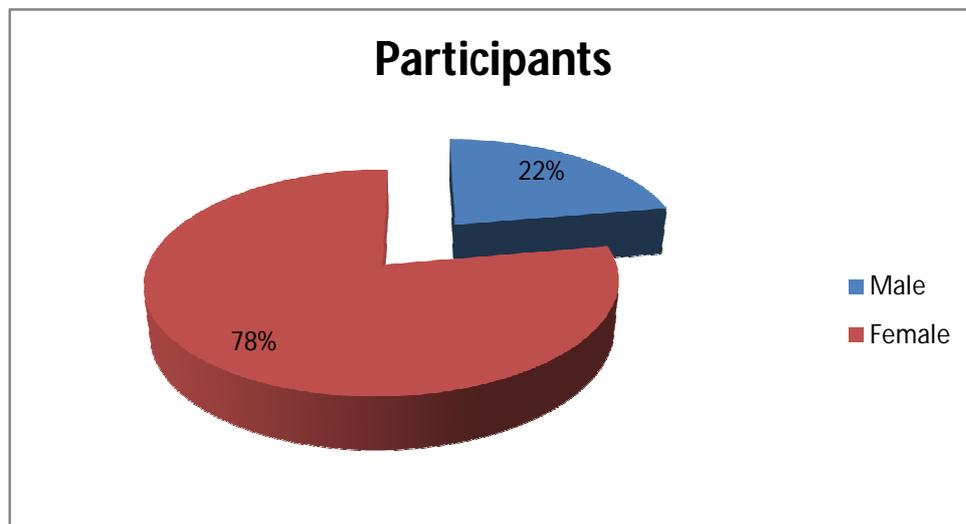
Figure 32. Teacher's gender

As it appears in the above table, the data displayed a female overrepresentation in our

sample. We found that the majority of oral expression teachers at the department of

English at Batna-2 university are females (07 teachers 78%) while the rest are males with a

percentage of 22% (just two teachers), that is three times the number of males. This goes

back to the personal selection at the beginning of the year since teachers have the right to choose the modules they want to teach.

Item Two: Teachers' Qualification:

Through this item, we aimed to clarify our second year oral expression teachers' qualifications.

Table 54

Teachers' Qualifications

Response	Majister	Doctorate	Other
Participants	**08**	**00**	**01**
Percentage (%)	**89**	**00**	**11**
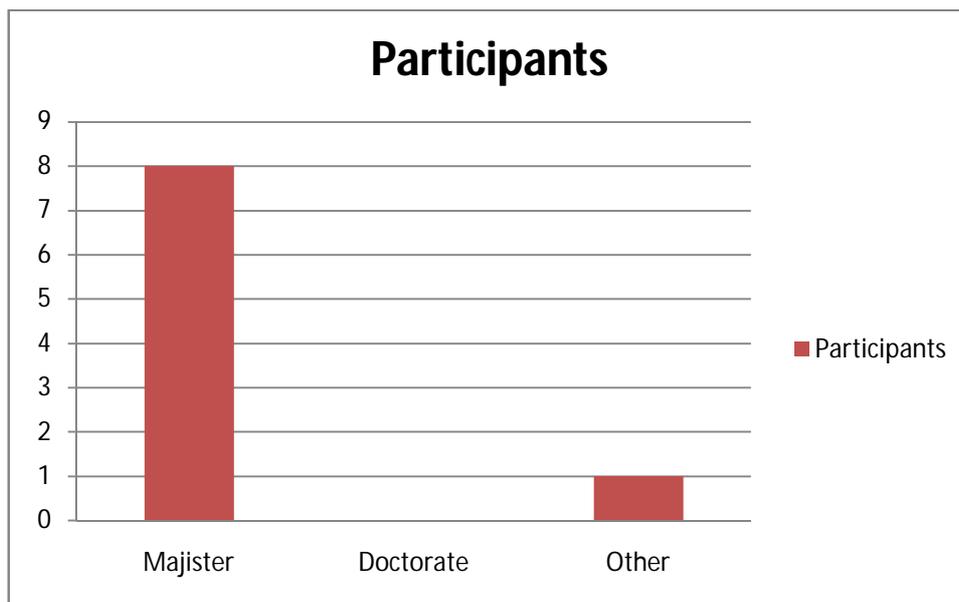
Figure 33. Teachers' degree

The table indicates that the majority of teachers (seven teachers 87%) hold "magister" degree while just one of them holds master degree and she is a doctoral student. However, no teacher holds a "doctorate" degree as they are all doctoral candidates working on and preparing their thesis. The fact that all the candidates are preparing for their doctorate degree reveals that they are experiencing new teaching technique regardless of

the old contrived methods. This will provide us with different opinions concerning our study under investigation.

Item Three: How many years have you taught oral expression module?

This item seeks to have an idea about teachers' teaching experience of the oral expression module.

Table 55

Teachers Teaching' Experience of the Oral Expression Module

Participants	Years of teaching
01	More than ten years
02	More than ten years
03	Eight years
04	Four years
05	Four years
06	Three years
07	Two years
08	Two years
09	Two years

The table above comprises of statistics related to teachers' teaching experience. The findings in the above table show that the scope of teachers' teaching experience of the oral expression module ranges from two years to more than ten years. All of them are permanent except one teacher who is a doctoral (PHD) student. Three of our participants have been teaching oral expression module since two years. One has an experience of three years (3) while another one taught this module for four (4) years. One teacher dealt with it for eight years while two teachers have the experience of more than ten (10) years.

This indicates that we have two categories which are: young fresh teachers who are new postgraduate teachers and the experienced teachers who taught oral expression for many years. Thus, the data signifies that the majority of participants are fresh oral expression teachers with a considerable experience in teaching such module.

Section Two: Oral expression module

Item Four: How do you evaluate your students' general oral skills?

Through this item, we aimed to know teachers' viewpoints concerning their students' speaking level. The data we obtained is illustrated in the following table:

Table 56
Teachers' Opinions about their Students' Level

Response	Excellent	Good	average	Bad
Participants	00	01	05	03
Percentage(%)	00	11.11	55.55	33.33

The data displayed in the table shows that the high percentage of respondents (55.55%) confirmed that their students' speaking skill are of an average level. They asserted that their students succeeded to convey their messages and meanings using acceptable simple language. They reported that their speaking average level meets the purpose of transmitting messages and express their needs and ideas. They further claimed that their students dealt with oral expression module for the first time in their first year and in the following second year, they gained several competences and became acquainted with speaking English. The teacher also mentioned some important factors that affect students' oral performances which are as follows:

- The focus on the information quality

- The will to use too complicated range of vocabulary and rather than expressing viewpoints using the simplest way they could.

- The interference of the mother tongue

- The consumption of time while thinking in the mother language and then translate the idea in the target language as they did two processes rather than just one.

- The lack of practice outside the classroom.

- Reliance on the limited few linguistic vocabulary.

As seen in the above table, three of our participants (33.33%) reported that students' speaking abilities are poor. They expressed a deep disappointment concerning their students speaking abilities. They argued their answers by claiming that the situation is worse than before since learners fail to express themselves accurately using an acceptable language as they have pronunciation problems, building well structured sentences and having a very limited vocabulary. The teachers claimed that this is mainly due to the lack of language practice and communication with the external world using the target language. Teachers ascertained that students take the full responsibility of their bad performance and level since they should be active and experience other sources and materials of learning as the teacher is not the primary source of knowledge. Another factor is mentioned by two teachers of them is large class size. They complained about the crowded classes of more than 70 seventy students where they cannot control the whole class. They asserted that working in such environment does not ensure the opportunity for all students to share their ideas since it is not an easy task to create a healthy communicative motivating atmosphere.
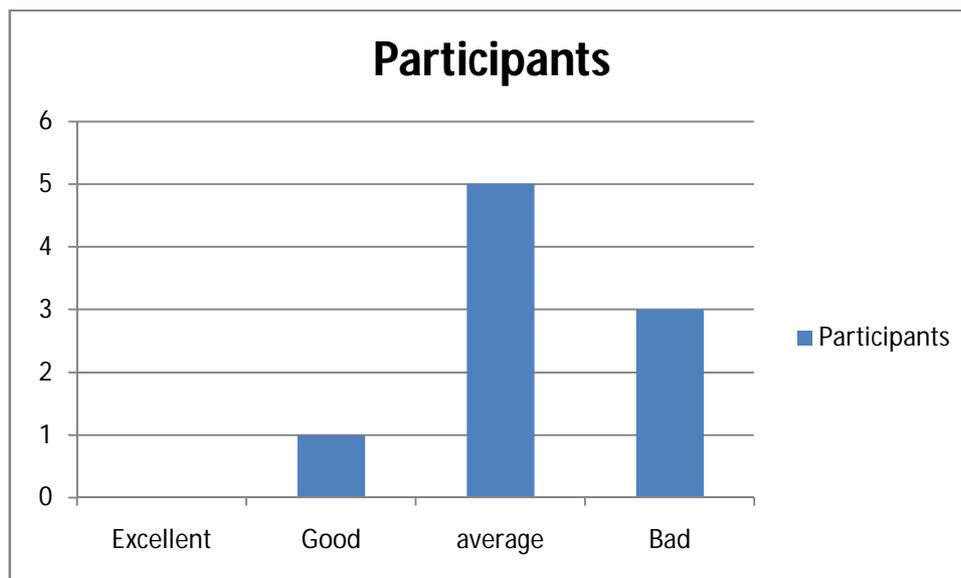
Figure 34. Teachers' viewpoints towards their students' levels

As indicated in the above figure, one of the teachers (11.11%) stated that their students' speaking level is good. This teacher is a doctoral student (PHD). She asserted that the oral skills of her experimental group are enhanced compared to the beginning of her experiment. She conducted an experiment using the mobile assisted language learning to promote her students' speaking abilities. She noticed a considerable improvement compared to the control group which are taught in the usual way through discussions of topics. The researcher says that second year students need motivational tool to practice the language and increase their achievement level. Thus, we deduce that students need motivation and healthy relaxed environment where they can use freely the language.

However, no teacher indicates the excellent speaking level of their students since they believe that this is a far reaching level due to the lack of practice outside the classroom and the real exposure of the authentic target language. Two teachers added that second year students fail to interact and respond appropriately to fit several contexts while one of them claimed that her second year students relied on just few memorized sentences and pronounce them accurately as the natives did when speaking English while they could not express their ideas when asking them about a specific topic.

Item Five: What are the techniques you use in teaching oral expression?

In this item, we endeavor to know which methods do teachers of oral expression module follow in teaching speaking skill. We got varied answers. Four of them relied on free discussions and debates while the other use different motivational teaching techniques as role-plays, assimilations, recordings, videos, games, proverbs, and authentic audio-visual materials. This signifies that second year oral expression teachers do not confine themselves to what is provided by the ministry. They also do not teach in the same way and do not follow a specific unified program in oral expression module. They feel free to vary their teaching methods since their use of a single teaching method does not respond to all kinds of learners as it may seem appropriate for some of them but not for the whole class.

We also realized that there are two categories of teachers: green fresh new active teachers who vary their lessons and create a relaxed motivational speaking atmosphere as they are named a digital generation and old experienced teachers who prefer just discussions and debates which created boredom in the class where students felt bored, disoriented and confused.

Item Six: What criteria you follow to design your speaking lesson plans?

In this item, we aimed to know the main criteria teachers depend and focus on when designing their lesson plans. We got the following answers:

Three of our respondents asserted that they focus more on diversity of activities since it eliminates the boredom in the classroom. They justified that diversity creates a warm atmosphere that fit all learners' styles and needs. Two of them confirmed that teachers should vary their tasks since all learners do not learn in the same way and do not have the same learning styles and preferences as some students enjoy learning via group work while others prefer learning individually, some like audio recordings (listening materials) while

others prefer videos (audio-visual aids). Thus, they have to focus on learners' needs and styles,

One teacher asserted the importance of the level as a basic criterion when designing the speaking lesson plans. Teachers could not select the material that disorientates learners and creates ambiguity among students. They should design activities which correspond to their students' level of understanding and abilities.

Two of them stated that they organized their speaking lesson plans according to the objectives they want their students to reach at the end of the lesson. First, they fixed the aim they wanted to achieve; then, they looked for the different teaching materials that could support and fit the objectives of the lesson.

One of our respondents indicated that speaking lesson plans should be based on students' engagement in the entire of the lesson. Thus, they tried to adopt both activities and materials that attract their attention to practice the target language.

Two teachers reported that they focus on grammar, pronunciation, and vocabulary' activities when organizing their lesson plans since these are the most important components students need to master the language, and foster their speaking abilities.

All in all, we can conclude that the most important criteria teachers focus on when designing their lesson plans are: the diversity of activities, students' engagement, learners' styles, needs, level, and the objectives of the lesson, grammar, vocabulary and pronunciation activities.

Item Seven: Do oral activities match your students' interests, needs, and abilities?

In this item, we aimed to know whether the designed teaching oral activities fit students' interests, needs and abilities or not. The obtained data are classified in the following table:

Table 57
The Appropriateness of Teaching Oral Activities

Response	Yes	No
Paricipants	09	00
Percentage (%)	100	00

As shown in the above table, all respondents confirmed that their teaching activities are appropriate and fit their students' needs, interests, and abilities. They claimed that they take into consideration all of these factors before selecting and designing the teaching tasks in oral expression module. One of our respondents clarified his answer by giving the example of first year students who are taught differently using different ways and activities which fit their levels and needs. This signifies that oral expression teachers do not teach all levels in the same way as they are aware of their students' needs, abilities and interest when selecting the materials and designing their teaching activities.

Item Eight: How do you design your oral expression tests?

Through this item, we are seeking to have an idea about the way teachers design their oral expression tests. We found nearly the same responses.

Six of our participants stated that they design their tests focusing on their students' speaking level. Thus, they tried to vary their questions so that they suit the different needs and abilities of their students. They further illustrated their scoring technique which based on topic discussion where each student is asked to answer and explain individually in few minutes a given question while the teacher assesses their oral performances.

Two other respondents pointed out that the main concern when designing their oral expression tests is testing oral competence and how much good is their competency to speak English. They also reported their way of scoring their speaking skill which based on role-plays and designing short plays.

One other teacher indicated that he asked students to narrate a short story to covey a specific moral at the end and answer the given questions. He asserted that the preeminent focus should be on students' abilities and motivation to answer the given questions.

The obtained data revealed that oral expression teachers take into account all of students' level, abilities and motivation when designing their oral expression tests using four main techniques to score their speaking performances which are topic discussion, role-plays, short plays, and narrating short stories.

Item Nine: What aspects you focus on while scoring your students' oral performance?

This item seeks to know the main aspects of the target oral language teachers focus on when scoring their students' speaking performances. One of our respondents reported that he focused on how much good is our students' competency to speak English in the classroom and to what extent they understand the question and discuss it with the teacher. Two others stated that they gave more importance to fluency rather than vocabulary. Three teachers indicated their main concern on both fluency and accuracy that covers both of grammar, pronunciation and vocabulary when scoring their students' speaking. However, the last teacher did not answer the question.

Ultimately, we can say that oral expression teachers' answers reveal that they focus on different components of the speaking skill which are fluency, accuracy which covers both of, grammar, pronunciation, vocabulary and comprehension.

Section Three: The use of authentic materials

Item Ten: What materials you use in oral expression lessons?

In this item, we tried to identify the different materials teachers use while teaching oral expression module. The answers we got showed that the majority of teachers confirmed that teaching speaking skill requires the use of different motivational tool to stimulate students to speak and share their ideas. One of our respondents reported that she used the mobile assisted language learning as a teaching tool while two of them used role-plays and simulations technique. The other three teachers rely on free debates and discussion of pre-selected topics by students. Two teachers stated that they used a variety of teaching techniques as games, quizzes, video-tapes, podcasts, songs, recordings, and authentic audio-visual materials downloaded from the internet or adopted from different teaching speaking books. However, one teacher asserted that unfortunately he used no specific material since he taught using only free discussions about a given topic of students' interest. He thought that his relationship with technology as a parallel two lines which never meet together. He further found it difficult to deal with technical staff. Most of the teachers claimed that they use the data-show to display the material and their own laptops and headphones. They also complained about the unused staff of the audiovisual room which will help them to present the lessons.

These findings reveal that all second year oral expression teachers do not use the same way of teaching oral expression module. They diversify their teaching techniques and materials. They adopt new ways and motivational tools to create a healthy communicative atmosphere so that their students speaking skills will be enhanced. This means that they depended on learner-centered teaching methods in which the learner does the whole work with the guidance of the teacher.

Item Eleven: Do you use authentic materials such as recorded radio/TV news, songs, and documentaries in teaching oral expression?

In this item, we endeavor to know whether or not second year of oral expression module exploit the different types of authentic materials when teaching. The data we acquired were gathered in the following table:

Table58
Teachers' Use of Authentic Materials

Response	Yes	No
Participants	06	03
Percentage (%)	67.66	33.33

As showed in the above table, the data denoted that a crushing percentage of six oral expression teachers (67.66%) used authentic materials when delivering the course. They declared that teaching oral expression should include varied and intensive activities, and this could be achieved through integrating different types of authentic materials. They confirmed that oral expression is a module that needs constant development. They urged the need of bridging both teaching such module with the use of technology, ICT's (information communication technology), and the real authentic language inputs that ensure the real exposure of the target language to enhance students' speaking skills. One teacher depends a lot on songs to deliver his course since nowadays students are fond of listening to music while another one uses more visual materials as pictures and realia to support her lesson because the room where she taught oral expression lacks electricity. The rest of teachers do not use a particular teaching aid but they vary their authentic materials according to their lessons' needs. They diversify and use different authentic materials as videos, recordings, authentic role plays, pictures and both of audio-visual materials
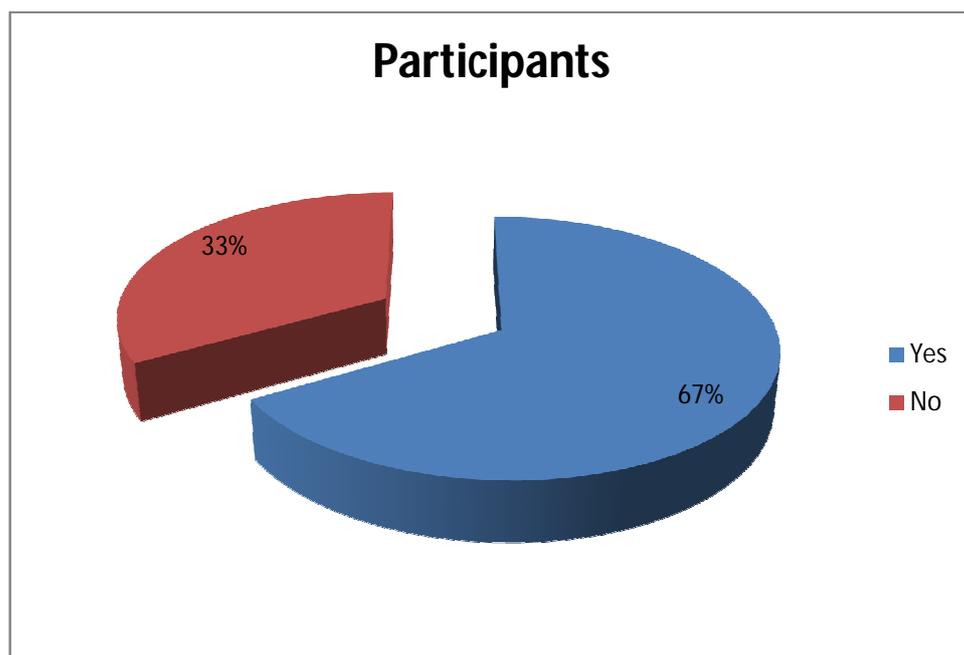
Figure 35. Teachers use of authentic materials

However, as illustrated by the above figure, three teachers (33.33%) did not use any kind of authentic materials. They justified their answers by saying that these materials were beyond their students' abilities. They were difficult to understand as they contained abbreviations and complex words even students cannot catch the words as the natives spoke very fast. They also asserted that such materials are time consuming since the teacher needs more time to seek about and select the appropriate material that fits his/her students' needs, and then design activities to deliver the course. One of these teachers further denoted his bad acquaintance with modern technology that handicaps his use of such materials.

All in all, we can say that the majority of our respondents are new motivated teachers who aimed to erase the old-fashioned contrived teacher-centered teaching methods which do not lead to any positive progress. They are targeted to teach real language made by natives and expose students to different real situations they will encounter outside the classroom. These findings confirmed the fact of the necessity of

teaching students oral expression through authentic materials that ensure the real exposure of the target language.

Item Twelve: What criteria would you follow in selecting authentic materials for your speaking classes?

In this item, we asked our respondents about the main criteria they follow when selecting authentic materials in oral expression classes. All of them stressed the importance of the appropriateness to students' level and needs. They asserted that taking into consideration students' abilities and needs is among the most crucial factors teachers should focus on when selecting authentic materials for their speaking lessons since some of these language inputs contained a mixture of advanced and easier language structures which caused difficulties to lower level learners who took a long time to decode the message. Thus, all the teaching materials should be pertinent and appropriate for students' abilities.

Additionally, two teachers indicated that the use of such materials should be based on the selection of the most enjoyable and interesting ones. Our respondents looked for authentic materials that increased their students' motivation to practice the language. They aimed to create a healthy funny enjoyable atmosphere that helped students to communicate using the target language. Thus, they tried to diversify their materials and made it interesting for everyone in the classroom.

Four of our respondents urged the need to focus on the lesson objectives when selecting the material. They confirmed that the selected material should be compatible with the aims teacher want to reach at the end of the lesson. They reported that the chosen teaching aid should systematically support the aspects presented in the lecture for the success of the lesson. Thus, the relevance of the selected material to the lesson objectives is highly required when choosing the material to teach with.

Three teachers pointed out that the length of the material is also important since they cannot work with too long duration materials in one session. They should select short materials as short videos, recordings and stories that taught a specific aspect of the language. They also stressed the importance of how much time they need to design the activities related to the selected material. Thus, they tried to choose the short less consuming time.

The results obtained from this item revealed that second oral expression teachers do not select teaching authentic materials haphazardly since they should be extremely careful when selecting authentic material as students may feel disoriented and frustrated when do not grasp and understand its content. We also deduced that teachers should take into account all of relevance, appropriateness, length, lesson's objectives, students' needs and level when choosing the material in oral expression classes.

Item Thirteen: Do you think teachers need training in using such materials?

This item attempts to investigate whether second year oral expression teachers need a training in using different types of authentic materials or not. Their responses are gathered in the following table which shows a significant data to interpret:

Table 59
Teachers' Need of Training in Using Authentic Materials.

Response	Yes	No
Participants	07	02
Response	77.77	22.22

The findings in the above table revealed that the majority of teachers (7) confirmed that they need a particular training in using authentic materials. Two of them (22.22%) justified their answers by saying that materials became essential in the teaching learning processes as it helped both teachers and students to reach the target objectives of the lesson

since it displayed easily the data in a such motivating way that attract students' interest and motivation to participate during the entire of the lesson. Three other respondents stressed the importance of integrating different authentic materials in teaching speaking skill. They also urged the need for a specific training or seminaries to know more how we merged both learning structures and activities with the advantages of authentic materials and different types of ICT's (information communication technology). Two other teachers indicated that supporting authentic materials are effective to enhance students' speaking skill as they are guides for classroom teaching tasks. Thus, teachers should increase their knowledge and competencies in using such materials with the different types of technological devices.
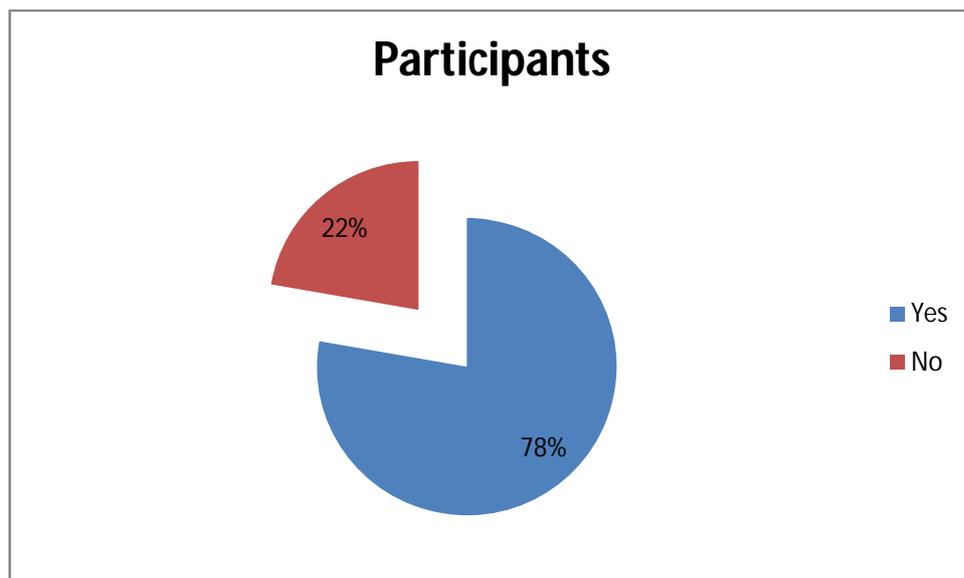
Figure 36. Teachers' training in using authentic materials

In the other side, two of our respondents asserted that they did not need any training in using authentic materials. The two teachers had teaching experience of more than ten years. This signifies that they believed that they had enough experience concerning teaching oral expression. However, just one of them justified his answer by claiming that some of authentic materials are of high technology which they did not acquaint with.

Taking into account our respondents' answers, we surmised that most of oral expression teachers need a specific training concerning the use of authentic materials merged with different types of information communication technologies.

Item Fourteen: How do you exploit these materials in your oral expression classes?

In this item, we asked our respondents about their viewpoints concerning the way they exploit different types of authentic materials in their oral expression classes. Unfortunately, only three teachers answered the question while the other left the free space empty.

One of our participants reported that she exploited authentic materials to develop vocabulary, and raise students' awareness of the different grammatical and pronunciation features of the spoken language. She also described her lesson stages which start with a warm up or lead-in stage in which she presents some supporting types of authentic materials as pictures , videos, and recordings to provides a general idea about the topic and explains the new lexis, and then she moves to the task based stage where she displays the primary selected material and makes students complete the activities related to the new presented language feature, and then she finished with a discussion or a free debate about the topic. The other respondent stated that she adapts the material according to her students' level and needs to exhibit all natural language features. She also points that she first selects the material, and then writes down its script to make it easy when designing the activities concerning comprehension, grammar, and pronunciation. The third teacher states that she sometimes modifies the selected material focusing on students' abilities, the length, and both audibility and legibility of such material. She indicates that authentic materials are the best way to bring the sense of realness in the teaching learning environment.

To sum up, we can say that the three teachers' viewpoints and remarks signify the great supporting help of integrating and exploiting authentic materials to deliver oral expression courses. It is also asserted that the use of such materials as language inputs should be exploited to provoke learners' interest to participate more using the target language. According to our respondents' answers, teachers should select a particular type of authentic material, and then write down the script to design the tasks that deliver the language feature they aimed to teach, and finish their lesson with a discussion about the presented topic. They also confirmed that they could exploit different types of authentic materials in different stages of the lesson so that they fulfill quickly the target aim they want to reach and provide students with more opportunities to practice and use the language.

Item Fifteen: Do you think that authentic materials may help you in delivering oral expression lessons?

In this item, we seek to know teachers' opinions about whether authentic material helps them in delivering oral expression lessons or not. Through this question, we aim to realize the effectiveness of such tools as supporting teaching materials in oral expression lessons. The data we obtained is classified in the following table:

Table 60

The Use of Authentic Materials to Deliver Oral Expression Lessons

Response	Yes	No
Participants	07	02
Percentage (%)	77.77	22.22

The dada displayed in the above table showed that a high percentage of our respondents (78%) confirmed that incorporating authentic materials in the teaching process helped them to deliver oral expression lessons. They indicated that such language inputs had a significant role in achieving the objectives of the lesson. Two of our participants

claimed that utilizing authentic materials increased students' motivation and engagement during the entire of the lesson. Classes became learner-dominated in which students did the whole work rather than the teacher who was just a guide. They also remarked that all timid learners start to engage in the lesson and tried to practice the language. One other respondent stated that he feel comfortable and easy to reach the lessons' objectives since the varied adapted authentic materials fit all learners' styles who became more active to complete the presented tasks. They also pointed that adapting this technique helped them to vary their teaching each session which eliminated the boredom in the classroom. Three teachers asserted that today's students are considered as digital generation who are fond of technology and internet. Thus, teachers found it easy to download and adapt different up-dated authentic materials which fit students who feel comfortable and realness of teaching material. One other teacher reported that students were getting bored in oral classes due to the usual boring teaching method. They wish their oral expression teachers to vary their ways of teaching since they believed that oral expression module is the only way which allowed them to practice the target language. Thus, using such materials in oral classes helped them easily to transmit their objectives as they feel realness, creativity, and authenticity.
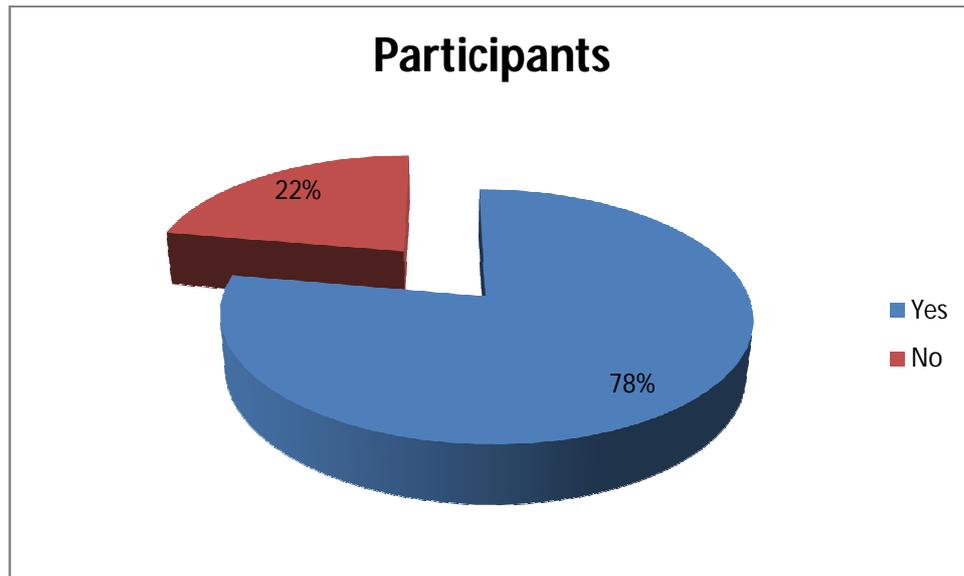
Figure 37. Utilizing authentic materials to deliver oral expression' lesson objectives.

As shown in the above figure, two of our respondents denied the effective role of authentic materials to deliver oral expression lessons' objectives. One of them did not justify his answer while the other one argued his answer by giving this argument "the aim is to get learners make the maximum profit out of it". What is observed is that both teachers are old-experienced teachers who believe that they could convey lessons' aim without the use of any supporting material. One other plausible explanation for their answers is that they adopt the old contrived traditional teaching method and prefer teaching the theoretical modules rather than oral expression modules.

Ultimately, taking into account all teachers already stated viewpoints, we could not deny the significant impact of authentic materials in the teaching and learning process. Such materials have an effective role in delivering the objectives of the lesson teacher aimed to reach at the end of the course as they increase students' engagement and motivation to practice the language. They also provide a wide range of valuable materials and tasks that help teachers to vary and deliver their oral expression lessons.

Item Sixteen: Do you think using authentic materials increase students' motivation to learn and perform better orally? Justify?

This item seeks to know whether utilizing authentic materials increases students' motivation to practice the language and perform better orally. The answers we found are mentioned in the following table:

Table 61
Teachers' Opinions about the Use of Authentic Materials to Increase Students' Motivation in Oral Classes.

Response	Yes	No
Participants	09	00
Percentage (%)	100	00

The findings in the above table revealed that all teachers assuredly asserted that incorporating authentic materials in teaching oral expression module increased students' motivation to practice the language. Most of them (six teachers) confirmed that students were getting bored of the usual teaching technique. They wish to get rid of this routine which eliminated their motivation level to use the language. Three of them stated that their students talked only when they asked to speak as they feel obliged to answer their teachers' questions. Thus, we can say that second year oral expression students were missed a motivational tool and a healthy relaxed environment where they speak freely. Five of our respondents pointed out that today's digital generations are keen on technology and multimedia. They saw that adopting authentic materials as movies, songs, recordings, audio-visual materials would certainly created a relaxed communicative classroom where students feel motivated to use the real authentic language. Two respondents claimed that using different authentic materials as recordings, videos and pictures fit all learners of different learning styles since each student in the classroom had his own particular preferable way of learning. One other teacher indicated that authentic materials of different

types are very interesting as they tend to decrease the boredom level and make the classroom funny and interesting. She also believed that the diversity of such materials helped teachers to diversify and adopt different teaching materials and select the most interesting motivational aids and tasks to motivate their students during the class. She reported that such materials enable students to experience each time a different teaching material which motivate them to take the challenge to understand authentic real materials and interact using the target language.

All in all, we conclude that authentic materials are among the best motivational tools that can be used in teaching speaking skill. We also found that they have a great impact on students' motivation to practice the language in a motivational healthy environment where they were exposed to real authentic language of natives. These language inputs bring a great sense of enjoyment in the classroom where it provokes students' enthusiasm who become more willing to participate actively in the entire of the lesson.

Item Seventeen: Does the use of such materials enhance learners 'achievement level in oral expression classes?

In this item, we aimed to know teachers' viewpoints about the effectiveness of using authentic materials to enhance students' achievement level in oral expression classes. The obtained data are classified in the following table:

Table 62
The Effectiveness of Authentic Materials' Use in Teaching Speaking Skill.

Response	Yes	No
Participants	09	00
Percentage (%)	100	00

The above table reveals that the majority of our respondents (eight teachers) agreed and assuredly confirmed that integrating authentic materials in oral expression classes helped learners to enhance their speaking abilities. Four teachers claimed that such language inputs are the best if not the only materials that can offer real knowledge presented by natives. They reported that the exposure to such materials enables them to know more about the real authentic language, reallifestyle and the way natives interact in different situations. Four other respondents further indicated that the use of these materials made teaching speaking skill funny and increased their students' motivation to practice the real authentic language. They urged the need to break the routine of selecting and discussing topics and adopt new teaching technique where they expose their students to real language they need to communicate with outside the classroom. One respondent believed that integrating authentic materials is beneficial for learners to increase their oral performances since they help them to cope with the other world as they armed them with the necessary knowledge and language they need to use in real world. One teacher stated that such language inputs ensured the real exposure of the target language pronunciation, vocabulary and grammar. However, one teacher pointed out that teachers should be aware of the complexity of materials as they may contain advanced language structures that may not fit their students' abilities and needs as they may frustrated them.

Ultimately, we can say that despite of all the factors that militate against the use of authentic materials, they tremendously helped students to enhance their speaking performnce and prepared them to act in real contexts as they paved the way to learners to be familiar with different learning situations. Their answers signify the great positive role and impact of incorporating such materials in teaching to foster students' speaking skills since they provide them with real life situations, lifestyle, and expressions they need to communicate outside the classroom.

Item Eighteen: Do you recommend the use of authentic materials in teaching speaking skills?

In this item, we tried to know whether teachers recommended the use of authentic materials in teaching oral expression skills or not. We wish to explore teachers' points of view concerning the necessity and effectiveness of utilizing authentic materials in speaking classroom. The following below table has a lot to say:

Table 63

Teachers' Recommendation about the Authentic Material' Use in Oral Classes.

Response	Yes	No
Participants	09	00
Percentage (%)	100	00

The results displayed in the above table indicated that the majority of teachers (08) highly recommended the use of authentic materials in teaching speaking skills. They justified their answers by presenting the following different plausible arguments.

One of our respondents stated that he strongly encouraged the use of authentic material since he already read previous researches which proved its effectiveness in the teaching sphere. Two teachers justified their answer by saying that such teaching language inputs are among the most important effective tools that helped their students to increase their motivation and created communicative environment where they can practice the language authenticity inside the classroom. Other three respondents claimed that they advised all language practitioners to use this creative method of teaching to enhance speaking skill since they ensured real language presentation and put students in real life situations they can meet outside in real contexts. This signifies that the use of such materials helped students to cope with real world and prepare them for real world

communication. Two teachers indicated that today's' students are considered as digital generation who preferred to be taught via the use technology. They found that authentic material is the best teaching method that can be displayed through technological devices. Two other teachers argued that such materials are easy and quick to find in different libraries and download from the Internet, Two teachers reported that these materials are helpful to increase students' speaking performances since they expose them to real authentic language made by natives. They claimed that students can practice the real accent and pronunciation, enrich their knowledge, vocabulary, grammar, and trains them to understand the natives when speaking. They added that such materials further helped them to understand the other the way of life and culture of other communities especially in CCL modules (civilization).

Taking into account our respondents' answers, we deduce that there is no doubt that the use of authentic material to enhance students' speaking skills is effective and helpful since it trains them to interact and communicate in real life context as it brings them to direct contact with real world and real-life situations with creating a natural context they can encounter outside the classroom.

Item Nineteen: What other points you think should be discussed in this topic?

As a concluding item, we asked oral expression module to suggest and pinpoint any detail or further points that should be discussed in this topic under investigation. Their suggestions are as follows:

- All teachers should go through a specific training to know more how to use such materials since a lot of teachers of other module did not introduce such materials yet since they do not know how to use them.

- They also insisted on the need for training sessions about how to deal with technological staff.

- All teachers expressed the need to elaborate a new unified programme to teach oral expression module.

- They urge the need for coordination sessions between oral expression teachers and the ones of all modules.

- The majority of them suggested increasing the oral expression courses density to enable learners to practice more the target language in the classroom.

- They further suggest the use of audio-books that contain a lot of lesson plans and materials for all students' levels.

- Encouraging learners to explore and deal with different types of authentic materials.

- Integrating different types of ICT's (information communication technology) in teaching oral expression module.

- The department should provide authentic materials for the sake of education in all modules as it creates natural learning context.

-

Conclusion:

The results obtained from teachers' analysis of the questionnaire helped us in figuring out some important points. The fact that oral expression teachers at the level of the English department have different teaching experiences in teaching the module resulted in a variety of answers concerning the different sections of the questionnaire. Their answers displayed that each oral expression teacher possesses his/her own way of teaching that differentiates from the other ones which reveals the absence of a specific prescribed program to be followed. However, most of them urged the need to exploit different types of authentic materials to deliver oral expression lessons. One of the more significant findings to emerge from this questionnaire's analysis is that teachers are aware of the great value of such materials to achieve a successful communicative classroom where students become more willing to actively participate using the target language. They claimed that authentic aids are the best if not the only materials that ensure the real exposure of the language where students' encounter different real life situations they meet outside the classroom. They also indicate that these materials are effective to provoke students' interests, motivation, and achievement level in oral expression classes. They further stress the importance of a careful selection of such language inputs focusing more on all of students' level, needs, styles; lesson's objectives; the relevance, appropriateness, length, audibility and legibility of the materials. Teachers also called for specific seminaries and training in using such materials merged with the use of ICT's (information communication technology) because some of them are of high technology.

The analysis of both quantitative and qualitative data gathered along the different phases of the experiment allow us to validate, confirm, and assert our hypothesis in which students' develop their speaking abilities through the exposure to different types of authentic real non-teaching materials.

4.8. Discussion and Interpretation of the Obtained Results

Building on the results found along the different phases of the experiment (which started with exposing students to different authentic audio-visual aids; then, getting them involved in authentic role plays, and finishing with a self-assessment of their own oral performances through a comparison to native speakers where they guage their own recording and self assess their own speaking) in which the average scores of students' post test were higher than those of the pre and progress tests in favor of the experimental subjects who achieved higher results compared to those of the control group, it affirms a significant improvement of students' speaking abilities. In addition, teacher's observation scores supported by students' self- assessment responses of the scale and the checklist provided by the researcher where the average scores of the experimental participants were better than those of the control group indicate a reliable assertion of the positive results in which authentic materials have an effective positive impact on students' speaking performances. Moreover, after analyzing the viewpoints held by the experimental subjects on their new learning experience through the use of authentic materials, we realized that integrating such inputs in language teaching was of great help and value as it was found interesting and funny to learn with. Thoroughly, The analysis of both quantitative and qualitative data gathered along the different phases of the research allow us to validate, confirm, and assert our hypothesis in which second year LMD students at the English department –Batna2 University develop their speaking abilities through the exposure to different types of authentic real non-teaching materials. Hence, authentic materials were found to offer an effective opportunity for teaching the different language aspects implicitly to develop students' speaking skill.

Moreover, overall these results are in accordance and meet assertions made by some researchers as Bacon& Finneman, 1990: Thanajaro, 2000: Miller, 2005: Otte, 2006)

as cited in Omid & Azam, 2016, p. 106), Gilmore, 2007: Gilmore 2008;

KatarzynaChmielowiec (2009 and Macwan (2015) as cited in Anjarani (2017) who

demonstrated the effective use of authentic materials on students' speaking abilities. They

indicated that integrating these language inputs in teaching speaking skill leads to a good

oral language development and a significant improvement in communicative competence.

A clear significant development of the experimental group' speaking performance was

achieved at the end of the experiment where they promoted their conversational rules and

structures using a respected range of vocabulary lexis that suit each situations. The

implementation of authentic aids also helped learners to discover grammatical rules and

their usual applications in which they became more aware of the word order, verb forms

and tenses and arranging words appropriately (Rahman, 2014). Their pronunciation

features were enhanced as they become able to pronounce words wwell in a good stress

and intonation especially when they imitating natives. They further developed their

communicative strategies in which they communicated and expressed their ideas

effectively without breakdowns of communication, understand what is said in different

contexts, and spoke without too many hesitations as they enhanced their language register

use of formal, informal and formulaic language. However, it is true that not all the students

of the experimental group became fluent, but all of them recorded an obvious progress and

a significant improvement in oral class where they go beyond their actual level at the

beginning of the experiment. They even succeeded to overcome some problems faced

while speaking as shyness and the wrong belief concerning the complexity of mastering

the speaking skill facing the audience which is far and out of reach (students'

questionnaire, item 6 and 7). They increased their confidence when using the language

which acquired in easier manners (Harmer, 1994). Through time and courses, they became

more familiar and acquainted with materials and even with the language regardless of their difficulty and complexity

In addition, the significant improvements among second year experimental participants' speaking skills can be taken as an answer to the aforementioned hypotheses of the research stated earlier in the first introductory chapter and tested during the whole process of our investigation. They restated as follows:

1. Exposing second year LMD students at the English department -Batna University-to authentic audio-visual aids may enhance and strengthen their oral proficiency. We believe that if this is appropriately conducted, students will become more aware of the authentic native use of the oral language and acquire more correct usage of language in its real life situations.

2. Students' oral performance may be enhanced when they are involved in authentic role play. This meaningful integration in the target language strengthens their speaking skill by creating a motivating positive atmosphere

3. Through a comparison to native speakers, students may guage their own recording and self assess their own performances.

For the first hypothesis, the results revealed along the experiment supported by students' questionnaire asserted that effective and rational use of different authentic audio-visual materials contributed to the development of students' oral skills. The experimental participants showed a great interest to study through the use of such materials that are great sources to convey authentic real language use as it is produced by natives in different social roles needed to interact with in different real- life contexts. Additionally, the findings revealed in this study are directly in line with previous study elaborated by Bahrani & Tam (2011) and Gilmore (2007) who confirmed that authentic materials, particularly audio-visual ones, provide very rich sources of the target language inputs that

can be exploited in teaching to develop students' speaking and communicative skills (p.103). The authors contended that these materials are needed to expose students to real-life situations which enable students to interact appropriately in the target language outside the classroom as expressed in the lines of Brown&Yule (1983 as cited in by Gilmore, 2007, p. 101), "…for students to learn how to manage conversations effectively in the target language, they need to have realistic models of proficient users doing the same thing". Additionally, we found that using different audio-visual materials as sources of authentic language inputs is a very interesting way to diversify the teaching materials that suit and cover a spectrum of different students' learning styles and needs because not all learners learn in the same way. Thus, the fact of diversifying materials using audio-visual aids meet almost students' needs, styles and help the teacher to reach the objectives she aimed to convey smoothly and in easier manner. This also contributed to increase students' interests, motivation and engagement in the process of learning which resulted very positive outcomes in students' speaking competencies.

Besides, the findings revealed in this modest research brought satisfying results in which the exposure to authentic non-teaching authentic materials affected positively second language students to learn best and master the different components of the speaking skill. Along the different phases of research, the experimental group showed a clear development in their oral performances where they were better able to improve their communicative speaking competence. The implementation of authentic means as pictures, videos, audios, films, advertisements, newspapers, stories offers students the opportunity to cope with the authentic real language of natives they encounter in the real world (Hedge, 2000; Rogers and Medley (1988).Through the use of these language inputs, learners became more acquainted with different formal and informal language which enables them to interact appropriately in different situations outside the classroom. Additionally, in line

with previous studies which recommended the use of authentic role-plays in teaching speaking Ladousse (1987), Livingstone (1986), and Larsen Freeman (2000); Halapi and Saunders (2002): Jesness (2004),

 We noticed during the second phase of the experiment, where students are exposed to different authentic role-plays, a great positive response from students who showed a significant eagerness and keenness to act the roles and use the target language in different social scenarios. Henceforth, we can confirm the second hypothesis in our research in which students' oral performance will be enhanced when they are involved in authentic role play. This further signifies the positive effect of creating authentic real atmosphere for real language communication where students revealed an enormous potential to act and use the target language in different scenarios and situations. Therefore, we can define authentic role plays as the language inputs that ensure the needed opportunities to practice the target language and basically the different actual social roles students may meet and need actually to perform outside the classroom. This interesting technique helped timid students to overcome their shyness to practice the communicative tasks and progress in the learning process. (Ladousse, 1987, p.7)

Additionally, the analysis of the obtained results to confirm the third hypothesis where students can guage their own recording and self assess their own oral productions through a comparison to native speakers which resulted in improving their speaking abilities (Finch and Taeduck, 2002 as cited in Naeini, 2011). This is basically due to the fact that the identification of students' mistakes and weaknesses during the assessment leads them to seek and consider the needed solutions to improve such areas. Such technique allowed students to develop their ability to self-monitor their progress through realizing the general pattern of mistakes they made in their oral production which leads them to enhance their speaking. We believed that adapting this method for a more long

term practice, self-monitoring performance will become a cognitive ability which will be used automatically while speaking to well self- monitor the speaking performance.

Moreover, one of the most important factors in accordance with the improvement of speaking skill revealed in this study is the degree of motivation showed by the participants of the experimental group compared to the ones of the control group. Our hypotheses were based on the hope in which the experimental subjects who were exposed to different types of authentic materials would be motivated to engage significantly in the entire of the designed lessons. As they progressed in the stages of the experiment, they showed a high degree of interest and motivation as they increased their participation and engagement during class which considered as indicators of high degree of motivation which unevitably influence and boost students to foster their speaking skills. This basic findings are consistent with conclusions reached by previous researches as Bacon& Finneman 1990; Peacock, 1997; Little& Singleton, 1991; Guariento& Morley, 2001; Gilmore, 2007 where they confirmed that these language inputs are highly motivational tools that promotes interest in language learning that leads to boost their oral skills compared to the artificial contrived ones. These sources of real authentic language inputs are motivational forces facilitate meaningful experience to real language as it is genuinely used real- life contexts. As indicated by Scrivener (1996, p.85) who has indicated that, "authentic is for communication, fluency, real-life, pleasure."

Furthermore, the clear significant development of the speaking skill for the participants who were exposed to authentic materials can also be taken as an answer to the aforementioned questions of the research mentioned above (introduction). They are restated as follows:

1- In what ways does the exposure to authentic materials during oral/aural classes lead to a good mastery of oral proficiency and increase students' oral performances?

2- To what extent can authentic materials while are not teaching tool can be exploited in promoting students' oral proficiency?

3- On which criteria the selection of authentic materials should be made to enhance the teaching/learning of oral skills?

For the first question, based on the improvements apparent in students' scores, we can conclude that students can indeed promote their speaking skills through the exposure of authentic materials during oral/aural classes if teachers select carefully the material, prepare the lesson thoroughly taking into account students' needs, levels and styles as they should diversify their authentic material in which they use both auditory and visual materials interchangeably since students do not have the same learning styles to create an authentic enjoyable atmosphere to learn and speak the real language. That is, the rational selection of such materials and creating authentic environment where students are motivated feel authenticity while exposing them to authentic real language as it used by natives are two main factors behind achieving better positive results in increasing students' oral English oral performances.

For the second question, based on the obtained positive scores during the different phases of the experiment from the pre to the post-test adding to the observation checklist made by the researcher, students' self-assessment scores supported by the results obtained from both questionnaires, it can be said that second year students do in fact enhance their oral performances through the exposure to the different types of authentic materials inside the classroom. We believed that If teachers use this motivational authentic language input appropriately in oral classes for a more long time during the whole academic year, students would better results compared and go beyond their actual level in which they would be fluent speakers with excellent grammar, pronunciation and vocabulary skills to interact effectively in different communicative real social contexts.

For the answer of question three, we realized that one of the most crucial issues in teaching oral skills via authentic materials is the selection of the appropriate materials for students due to the fact that accessing and selecting these language inputs is very challenging activity where teachers should be more careful and conscious. That is how and what type we should choose to fit our situation and the objective. The researcher's experience in conducting the experiment supported by teachers and students' viewpoints expressed in the questionnaire lead us to highlight some factors that should be considered when selecting the relevant useful materials for teaching speaking skill. First, the selected material should always be compatible with the lesson objectives the teacher aim to reach at the end of the course. That is, it should be applicable to suit the designed lessons, the teaching context and fulfill the course' objectives. It also should fit students' needs to acquire the oral skills needed to interact effectively in the target language as indicated by Rogers (1988, p. 467) who urged the need to qualify authentic materials in terms of objectives, "learners' needs and nature of meaningful communication". Students' learning styles are also important to be taken into account where teachers should use the different types of authentic audio-visual materials interchangeably to fit different preferred ways of students' learning.

In addition, one other factor is the language level appropriateness and complexity which my handicap students' conducive comprehension and attainment. Some materials are too difficult for them to decode the meaning due to the originality of the language (Pinner, 2015). Teachers should adopt linguistically adequate materials for students. Thus, they have to select the material that can be simplified and modified where they can delete and add things where necessary.

Besides, the teacher should select the material based on the topic interest which creates zeal inside the classroom. Thus, examining whether or not the content of material

and the subject matter would be interesting for students is highly recommended to increase their motivation and engagements to enhance their communicative skills. The teacher may rely on different topics of students' interests and up-to-date subjects as some political and social issues enrolled in the world, sport competitions, cultural differences and life-style.

Additionally, cultural appropriateness is a highly crucial factor that should be highlighted when deciding about the appropriate authentic materials in which it should be culturally relevant (Bacon& Finneman, 19990). Some language inputs contain sensitive issues which may be inappropriate as includes things the teacher does not want to introduce for their students because of the cultural values and moralities of the living society. Thus the teacher should focus on students' cultural fitness and social backgrounds when deciding about the material.

To sum up, the results of the present study are important because they not only reveal the positive implementation different patterns of authentic materials in fostering students' oral performances at the English department of Batna-2 University, but they also draw attention to the different ways and factors foreign language teachers should take into consideration while selecting the appropriate materials for their speaking classrooms. Henceforth, we can say that based on our experience when conducting the experiment, we can conclude that short varied selected authentic materials that are easy to understand, use, and make the objectives attainable taking into account students' needs, actual level and learning styles are the keys for the success of a rational selection and effective implementation of these tools as sources of rich authentic language inputs to enhance students' oral skills. However, further research is hence needed to determine the long-term effect of authentic materials on larger groups to check their oral improvements of English as a second language.

Chapter Five: General Conclusion and Recommendations

5.1. General Conclusion

The main concern of this current research set out to determine the effectiveness of integrating different types of non-teaching authentic materials in oral classes so that students' speaking skills would be enhanced. We targeted to verify and test our hypothesis already stated in the introduction which tended to explain the cause-effect relationship existing between the implementation of authentic materials to promote students' speaking abilities. We aimed to show how oral expression teachers would use and exploit such materials successfully so that the learners' oral levels would be promoted. We also intended to examine whether and to what extent the exposure of authentic materials increases students' engagements and achievements level in oral performances with highlighting the advantages and the significant influence of such materials in teaching oral expression module.

For this purpose, we used a combined research methods being descriptive and experimental since we believed that this would add sufficient substance to our research findings and pave the way to collect the needed data and to get deeper insights about the issue. The study was conducted with two groups of second year LMD students of the department of English at Batna-2 University during the academic year 2016/2017. We administered a questionnaire for both oral expression teachers and second year students to procure their viewpoints which helped us to understand more clearly the problem and collect information especially from the elder teachers that strengthened our research credibility.

Throughout the experiment, the researcher designed various special courses for the experimental group aiming to discover if they could acquire and enhance their oral performances. We also tried to create a healthy teaching environment where we ensured authentic real exposure of the target language through the use of different types of

authentic materials. By doing so, we got them very close to the target language and different real life situations held by natives.

The results obtained throughout the different phases of the treatment indicate the great positive impact of the implementation of authentic materials on enhancing the oral performances of the participants of the experimental group as they went beyond their actual level achieving significantly at all levels of scores in all the administered tests better than those of the control group who seem still face problems that handicap their speaking skill. The experimental subjects recorded a significant progress in all the five criteria of assessment in terms of fluency, grammar, pronunciation, vocabulary and comprehension. They became keen on using authentic materials and enjoyed the present way of teaching oral expression module as they realized the total difference between the old previous teaching method and the new motivating one. Thus, the results lend a strong support to the use of authentic materials to enhance students' speaking abilities.

It is true that not all the students of the experimental group became fluent, but all of them recorded an obvious progress and a significant improvement in oral class. One of the most important clear effective filters that hindered the progress at the beginning of the treatment is that nearly most of students had a bad idea firmly in mind and a strong wrong belief about the complexity and difficulty of mastering the speaking skill. They believed that speaking a foreign language accurately and fluently is far and out of reach. However, what we noticed was that through time and courses, they became more familiar and acquainted with materials and even with the language regardless of their difficulty and complexity

One of the most relevant points revealed from the questionnaires administered is the fact that each English oral expression teacher at Batna-2 University possesses his/her own way of teaching the module which differs from the other ones indicating the

absence of a specific prescribed program to be followed. Some of them even neglected the students' learning styles which had a crucial role in foreign language learning. What is surprising is that they depended on and stuck on ineffective teaching method that created boredom and did not lead to any improvement; and forget that teaching is a profession that requires constant developments and creativity. However, we could not neglect students' role and contributions in this case. It is clear from their answers that they depended totally on the teacher as a primary source of the knowledge and did not use any other authentic materials outside the classroom that ensure real exposure to the target knowledge.

In the light of data analysis, one of the more significant findings to emerge from this study is that through the exposure to different authentic materials, students of the experimental group increased their motivation and zeal to use confidently the target language even the very timid students who refused to interact and speak at the earlier lessons of the experiment. The second point is that they developed their cultural awareness and intercultural communicative competence where they could interact appropriately in different real life situations and helped them to become more aware of different conversational behavior in common situations in the target culture and learnt how people encode messages and meanings so that they can interact effectively in the target language with other people of other cultures as well as being more aware of the authentic native use of the oral language and acquire more correct use of the target language.

The analysis of both quantitative and qualitative data gathered along the different phases of the experiment allowed us to validate, confirm, and assert our hypothesis in which second year LMD students at the department of English -2 Batna University could develop their speaking abilities through the exposure to different types

of authentic real non-teaching materials as they become more aware of the authentic native use of the oral language and acquire more correct use of the language in its real life situations.. The researcher tried her best to increase students' engagements in different authentic role plays that enable them to interact appropriately in different real life contexts outside the classroom. Thus, we do confirm that students' oral performance is truly enhanced when they are involved in authentic role play since this meaningful integration in the target language strengthens their speaking skill by creating a motivating positive atmosphere. In fact, we further found that presenting authentic materials via different audio-visual materials enable all learners of different learning styles and categories to be involved in the learning process and the entire of the lesson. We also affirm that through a comparison to native speakers, students can successfully guage their own recording and self assess their own performances; and hence enhance their speaking abilities. They became more responsible, confident, and develop their autonomy, judgmental skills, and reflect on their own learning and progress through making them involved in the assessment process via self-assessment technique after being exposed to different authentic materials at the beginning of the lesson.

5.2. Recommendations

Buildt on the results obtained in the field of study which indicated that students' oral performances have improved after they have been exposed to the different selected types of authentic materials during oral expression sessions and based on the above discussions, some focal recommendations and suggestions are highly required concerning the use of authentic materials in oral classes as theyt could be helpful for both teachers and students in order to raise their awareness about the effectiveness of incorporating of materials to develop their oral performances.

5.2.1. The Promotion of Active Self-Learning

Being ourselves a teacher in the department of English, we realized that a lot of students do not yet perceive the fundamental meaning of the study at the University level where they still believe that the classroom is the primary if not the only source and place where they get knowledge. Therefore, the promotion of active learning is highly recommended in which students need to be trained to be autonomous learners and less dependent on the teacher who should not be the central focus and be just a guide and instructor. They are also required to show a certain degree of seriousness and be responsible for their learning to be life-long learners. They also should encourage them to use the different available motivational types of authentic materials that are of great value in enhancing their speaking skills.

5.2.2. Needs Assessment

Another important aspect that foreign language teachers should bear in mind when planning their lessons is learners' needs and learning styles because not all learners are the same and have the same level and the same way of learning. Teachers should not start their courses and select their materials unless they gauge their students'

needs and levels. Thus, they should start always with needs assessment through identifying their students' styles of learning, needs and goals. They have to think of some diagnostic tests at the beginning of the school year to have an idea about their learners' actual level and styles. Thus, teachers should bridge the gap between learners' styles and the adopted teaching method to fit students' needs through initiating needs assessment at the first contact with students as the use of diagnostic tests that provide more information concerning students' actual level and the preferred way to be taught.

5.2.3. Creating Authentic Real-Life Environment

Classrooms should not be the primary environment where students experience the target language. Yet, many students still focus and depend on the knowledge they get in the classroom as the right official one they are asked about in their exams. However, teachers could not cover all the functions and situations students may face outside the classroom. Thus, oral expression teachers should create an authentic real atmosphere where students tend to encounter the different real-life situations they may encounter in the real world. Through incorporating and exposing students to the different kinds of authentic materials as videos, audio-tapes, pictures, films; they become more aware on how the target language is used in different contexts, and how the different functions, structures and lexis are used and pronounced accurately in the real language produced by natives. That is, it is very important to teach learners the target language in different situations to enable them know whether the situation they encounter is formal or informal and the language they should use in this case must be standard or non standard so that they will be able to communicate effectively. Learners not only know how to produce specific language components as grammar and vocabulary, but they should understand the context where, when, and what to say in a specific situation as well. Thus, oral expression teachers and learners need to consider

the value of today's authentic materials and their contribution to oral expression

teaching since they help them to be more aware of the authentic native use of the oral

language and acquire a correct use of language in its real life situations specifically

developing learners' intercultural communicative competence. Creating this real

environment does not expose students to the real target language only, but it exceeds to

present the target culture which helps them to become more aware of the different

conversational behaviour in common situations in the target culture and learn how

people encode messages and meanings so that they can interact effectively in the target

language with other people of other culture.

5.2.4. Teachers' Specific Training

All teachers should go through a specific training to know more about how to

use authentic materials since a lot of teachers of other modules did not introduce such

materials yet since they do not know how to use them. Due to the fact that many

authentic language inputs are presented via the different technological materials as

videos, audio-tapes, the use of Internet, the need for training sessions about how to use

and deal with the technological staff for teachers is highly recommended. Thus, teachers

should be trained by experts to use and exploit the new technologies to incorporate the

different authentic language sources in all classes with organizing coordination sessions

among teachers so that they can teach the same harmonized programme.

5.2.5. Increasing Time Allotted to Oral Expression

Being ourselves a teacher of oral expression module in the department of

English and according to the obtained data, we revealed that, the present time allotted to

oral expression module (three hours per week) where students feel free and have the

opportunity to practice the target language is not sufficient. They think that oral classes

are the only place where they can speak in English and learn more about the target language with the guidance of the teacher who can help them to enhance their oral performances. We also remarked that teachers could not provide the opportunity for all students to speak and express their viewpoints in crowded classes with a such limited time. Thus, increasing the oral expression courses density and dividing groups into sub-small groups are needed to enable learners express their viewpoints and improve their speaking skills in the classroom.

5.2.6. Increasing Students' motivation

One of the most important factors that contribute in the students' success is the degree of motivation. Our research findings reveal that using authentic materials in oral classes increases the students' degree of motivation, zeal, and willingness to use the target language and hence develop their speaking skills. Thus, teachers should create a safe relaxed atmosphere, and vary their effective and interesting activities using the different motivational authentic materials that fit different learners' learning styles and needs as audio-visual aids, films, cartoons, stories which focused on language authenticity and attract students' attention and interest adding to breaking the class routine. In addition to this strategy, integrating students in different real- life role-plays after being exposed to authentic scenarios is considered as one of the appropriate methods to foster students' oral performances and enable them feel free to decide on the characters and the dialogues as they become in the other's "one shoes". By doing so, students are likely succeed to get rid of all the different affective psychological and linguistic factors that prevent them from developing their speaking skills.

5.2.7. The Selection of Authentic Materials

The selection of the suitable authentic materials for the course may be a challenging task. The following are some procedures and criteria that teachers should take into account while selecting the appropriate material that may meet the needs of the objectives of the task:

- Select the AM that fit the students' needs, level taking into consideration the linguistic complexity and the length of the material.

- Select the material based on students' learning styles since they do not have the same way of learning; hence, teachers should always vary their materials to fit their students learning styles.

- Select the material that meets the objectives of the lesson in which the material should be compatible with the course goals the teacher wants to achieve at the end of the session.

- The topic of the material should be accessible to learners

- Teachers have to consider the suitability of the material according the students' interests.

- They also should take into account all of readability, exploitability and cultural fitness of the selected material.

- The selected material can be modified and simplified to suit students' level.

- The learners are highly recommended in the selection process of the material to identify the appropriate authentic material for the coming lesson.

After selecting the material, teachers should design various tasks to meet the lesson objectives they want their students to comprehend at the end of the lesson supported by other secondary authentic materials as pictures interpretation for the warming up stage.

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Appendix A

Teachers' questionnaire

Dear Second Year oral expression teachers,

We would be very grateful if you answer these questions part of a research work entitled "Developing Students' Oral Performances through the Use of Authentic Materials". Your opinions and attitudes will be of great help and importance, thanks in advance.

Section One: General Information

1. Male ☐   Female ☐

2. Qualification:
a) Majister ☐   Doctorate ☐
                        others………………………….

3. How many years have you taught oral expression module?
…………………………..

Section Two: Oral expression module

4. How do you evaluate your students' general oral skills?
a) Excellent ☐   b) Good ☐   c) average ☐   d) bad ☐
Justify
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………………………………………………………………………
………………………………

5. What are the techniques you use in teaching oral expression?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

6. What criteria do you follow to design your speaking lesson plans?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

7. Do oral activities match your students' interests, needs, and abilities?

……………………………………………………………………………………………

8. How do you design your oral expression tests?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

9. What aspects do you focus on in scoring your students' oral performance?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Section Three: The use of authentic materials

10. What materials do you use in oral expression lessons?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

11. Do you use authentic materials such as recorded radio/TV news, songs, and documentaries in teaching oral expression?

a) Yes ☐   b) No ☐

Which ones you use more?

……

……

Why ?

……

……

……

……

………………………………

12. What criteria would you follow in selecting authentic materials for your speaking classes?

……

……

……

13. Do you think teachers need special training in using such materials?

    Yes ☐   No ☐

Why?

……

……

……

………………………………

14. How do you implement these materials in your oral expression classes?

……

……

……

………………………………………………………………………………………

15. Do you think that authentic materials may help you in delivering oral expression lessons?

……

How?

……

……

……

………………………

16. Do you think using authentic materials can increase the students' motivation to learn and perform better orally? Please, justify?

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

………………………………………………………………………………………………

…

17. Does the use of such materials enhance learners' achievement level in oral expression classes?

Yes ☐   No ☐

Why?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

………………………………………………………………………………

18. Do you recommend the use of authentic materials in teaching speaking skills?

Yes   ☐   No ☐

Why or why not?

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

…….

19. Please, add any further suggestion to enrich the discussion of the topic

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

……………………………………………………………………………………………

Thank you

Appendix B

Students' questionnaire

Dear Second Year LMD students,

You are kindly invited to answer the following questions which are part of a research work entitled "Developing Students' Oral Performances Through the Use of Authentic Materials". Your opinions will certainly help us better understand this issue

Please, tick the appropriate box and answer with full statements whenever necessary

Your answers will be confidentially and anonymously treated.

Section One: Students' Background Information

1-Gender: Male   ☐   Female   ☐

2-Age: ....

3- Your educational streaming was:

Literary   ☐   Scientific ☐   Others   ☐

4-Studing English was:

Personal choice   ☐   Imposed ☐

5What is your favourite module?

   Oral expression   ☐   written expression   ☐   Other...................

-explain why…………………………….........................

………………………………………………………………

………………………………………………………………….

Section Two: Students' attitudes towards oral expression performance and module

6- Classify the four skills according to their difficulty:

-Writing ☐

-Reading ☐

-Listening ☐

-Speaking ☐

Explain...

....

....

7-What makes your speaking skill poor?

A- Limited vocabulary ☐

B- Pronunciation difficulties. ☐

C--Mother tongue interference ☐

D- Grammatical and structural mistakes ☐

E. Lack of self confidence ☐

F. Fear of making mistakes ☐

8- Do you think the time devoted to oral expression module during the week (one session) is sufficient?

Yes ☐ No ☐

Justify...

....

.

Section Three: Students' attitudes towards the use of authentic materials

9-How often do you use authentic materials outside the classroom? Explain?

Always ☐   Sometimes ☐   Rarely ☐   Never ☐

....

....

What type of authentic materials do you use?

....

....

10-How often do your teachers of other modules use authentic materials?

   Often ☐   sometimes ☐   rarely ☐   never ☐

11-What is your attitude towards the use of authentic materials in oral expression module?

   I like it ☐   neutral ☐   I hate it ☐

12-How well do you enjoy the oral expression course with the use of authentic materials?

Much ☐   little ☐   not at all ☐

Explain..
....

13-Do you think it is necessary to use authentic materials to develop the oral skills?

   Yes ☐   No ☐

14- How different is the oral expression session with authentic materials from the usual one?

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

15-Do you think that the present way of teaching using authentic materials trains you to interact appropriately outside the classroom in different real life situations?

Yes ☐ No ☐

16-What are your suggestions for teachers of oral expression module to enhance the foreign language speaking skill?

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

Thank You

Appendix C

Lesson Plans

Lesson Plan One

Level : Second Year LMD Students

Time: 90mn

Materials: Worksheets, Pictures and a video entitled "Is Internet Addiction A Areal Addiction?" downloaded from:

https://www.youtube.com/watch?v=GI8I0CgJW5s

https://www.google.dz/search?q=pictures+of+internet+addiction&tbm=isch&source=iu &ictx=1&fir=vdN3UJNuW4EDbM%253A%252CqO9E6OvcrJSqTM%252C_&usg=__ - TyrySmXIKxiMQcd4GsnYp1ht5s%3D&sa=X&ved=0ahUKEwjWp4rx857aAhVBNxQ KHS0GCPUQ9QEIKjAB&biw=1517&bih=707#imgrc=vdN3UJNuW4EDbM:

TyrySmXIKxiMQcd4GsnYp1ht5s%3D&sa=X&ved=0ahUKEwjWp4rx857aAhVBNxQ KHS0GCPUQ9QEIKjAB&biw=1517&bih=707#imgrc=9U01-uSpxL7hoM:

Language Learning Aims:

*To raise students' communicative skills.

*.To promote students' linguistic competencies

*To enhance students' vocabulary concerning addiction and Internet, strengthen their vowels' pronunciation, and develop their sentence grammatical structure

*To develop students' speaking skills and enhance their confidence to use the target language

Procedures	Objectives
Phase One: **A/ Pre-Speaking Stage:** **Step 1:** The teacher monitor a discussion with students to go through the pictures → The teacher presents a picture showing Internet addicted persons and asks them to interpret the two. **Step2:** → The teacher asks some questions to elicit the topic as: * What can one do on the Internet? *How much time do you use Internet per day? *Do you say "just few more minutes, then I will close"? *How long you spend online a day? *Are you dependent on Internet? *Are addicted to Internet use? *Do you think that Internet addiction affects person's life positively or negatively? What are the most important problems related to the unreasonable excessive use of Internet? → She explains the different new important lexis students will met in the	*The teacher aims to provoke students' prior knowledge and vocabulary concerning the topic. *The teacher aims to anticipate information before it is supplied *To motivate learners through creating anticipations * To help students feel

video. **Step3:** The teacher asks students to match the following words with their definitions. **A/** Addiction- Isolation- compulsive use - pervasive use- co-existing disorders- Depression- Anxiety- chatting. **B/** Difficult to stop or control - the state of being separate- unable to stop using or doing something as a habit- spreading gradually to affect all parts of place or thing- a state of being worried and nervous- an untidy state- a state of feeling very sad- to talk in a friendly way to somebody. **B/Phase Two:** **B/While Speaking Stage:** **Step4/** 1-Watch the video and check your understanding by deciding which sentence is true or false? *Researchers from the University of Montreal claims that people are facing a new type of addiction, that is Internet addiction. *Internet addicted person does not have interpersonal relationships. *Internet addiction cannot be like other addiction. *Internet addiction does not cause depression and anxiety. *Internet addiction is not similar to alcohol addiction. *Internet addiction has a great impact on mental health. **Step 5:**	confident and involved within the entire of the lesson. *To brainstorm students' ideas and vocabulary concerning the topic *To elicit the topic and vocabulary students will encounter when exposing to the material

Watch the following video and try to answer the following questions?	
*What is Internet addiction?	
*What are the problems caused by Internet addiction?	
*Does Internet addiction damage persons' interpersonal relationships	
*Is internet addiction a serious and real addiction that people should pay attention to?	*To check students' understanding
Step 6:	
Watch the video and fill in the gaps:	
*Researchers have observed that Internet addiction starts to take all people's life ………problems in………, isolating net………..and neglecting human………..	
*Internet addiction can be like any other addiction, it has compulsive ……… to it in which …………..start to have a strong urges about ……….on to the Internet ……….their cell phones and …….and using computer for ……..purposes.	
*Facebook and whatsapp are some of the most popular……can spend an ……..time ………photos, playing……, chatting to the ……they are not able to stop.	*To enhance students' listening in which students listen to check details
*Researchers found people who spend large……of time on Internet are…..likely to have symptoms of ……... In fact, researchers found that there is…… that Internet users can develop a ………Internet habit where they start to …….the real life ………. of real people for online social ……….	
Step 7:	
Split up the words to form sentences:	

*Internetaddictionhasanimpactononesmentalhealth. *Internetaddictioncausesdepressionandanxiety **Step8:** Reorder the following words to form coherent sentences *Addiction/other/ is/ Internet/ any/ like/ addiction. *Is/ to/ similar/ Internet/ Alcohol/ addiction/ addiction. *It/ interaction/ problems/ causes/ relationships/ in/ and/ human/ neglecting. **Step9:** Complete the table with the words in the box according to the vowel sound: People- online- time-they-relationships-compulsive-replace 	/□/	/ei/	/ai/	/i:/
---	---	---	---
			| **Phases Three:** **Post-speaking stage:** **Step10:** The teacher opens a discussion in which students interact using the linguistic competencies they dealt in the previous tasks to talk about the issue of Internet addiction. The teacher asks students the following questions: *Do you agree that Internet addiction is such bad thing? *Does Internet addiction affect our life positively or negatively? *Do you agree that Internet addiction is similar to alcohol addiction or not? *What are the causes behind this phenomenon?	*To promote students grammatical skills *To promote students' pronunciation skills *To develop students' speaking skills and communicative

According to you, what are the solutions that can be taken to heal people from this addiction? Any suggestions or proposals? The teacher asks students to interact together asking each other questions they would like.	abilities *To check whether students use the linguistic competencies they dealt with in the aforementioned activities

Lesson Plan Two

Level : Second Year LMD Students

Time: 90mn

Materials: Worksheets, Pictures and a documentary from National geographic channel entitled "Halloween history/ national geographic" downloaded from:

https://www.youtube.com/watch?v=R-VRAemIvbI

https://www.google.dz/search?q=pictures+of+scary+activities+during++halloween+day &tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjK1uaC_aPaAhUDVxQKHae 6CkkQsAQIJQ&biw=1517&bih=653

https://www.esolcourses.com/content/topics/autumn-festivals/halloween/history-of-halloween-worksheet.html   the activity of comprehension questions

https://www.esolcourses.com/content/topics/autumn-festivals/halloween/history-of-halloween-listening.html   choosing the correct answer.

Oxford advanced learner's dictionary

 Aims:

*To raise students' communicative skills.

*.To promote students' linguistic competencies

*To enhance students' vocabulary, strengthen their pronunciation, and develop their sentence grammatical structure

*To develop students' speaking skills and enhance their confidence to use the target language

Procedures	Objectives
Phase One: **A/ Pre-Speaking Stage:** **Step 1:** The teacher monitors a discussion with students to go through the pictures. She shows students the following pictures and asks students to interpret them. ⟶ The teacher elicits the topic and brainstorms students' ideas, prior knowledge and vocabulary concerning Halloween by starting asking them how much do they know about Halloween festival, its history, celebration date, traditions and customs. **Step 2:** The teacher asks students to match the following words with their definitions	*The teacher aims to provoke students' prior knowledge and vocabulary concerning the topic of "Halloween" *The teacher aims to anticipate information before it is supplied *To motivate learners through creating anticipations

A/Patchwork- occult- ghosts- veil- pagan- rituals- saint- vandalism- hooliganism.

B/ *Amen who behave in rude and aggressive way

*The crime of destroying or damaging something deliberately for no reason.

*A type of a needlework in which small pieces of cloths of different colors or designs are sewn together.

*Connected with magic powers that can not be explained by science or reason

*A covering of very thin transparent material worn, especially by women, to protect or hide the face.

*The spirit of a dead person.

*A person who holds religious beliefs that are not part of any of the world's main religions.

*A person that Christian church recognizes as being very holy, because of the way they have lived or died.

*A series of actions that are always performed in the same way, especially as part of a religious ceremony.

Phase Two

B/While Speaking Stage:

Step 3:

The teacher asks students to watch the following video of a documentary from National Geographic channel and asks them to do the task by answering the following comprehension questions.

*Who were the first people to celebrate Halloween?

*Why did pagans used to gather and light fires at Halloween?	
*When did Halloween begin to merge with catholic festivals?	
Step4:	
The teacher asks students to watch again the video and choose the correct answer:	
*When is all saints day celebrated?	
a) November1	
b)November2	
c)October 31	
*What was all saints day originally called?	
a)Alloween	To enhance
b)Hallowmas	students'
c)All Hallows Eve	listening in
*Which group of people introduced the holiday to the United State?	which students
a)Mexicans	listen to check
b)Italians	details
c)Irish people	
*What is the custom of playing pranks at Halloween called?	
a)treat and trick	
b)trick and treat	
c)trick or trasls	
Step 5:	
⟶ Watch the documentary again and fill in the gaps:	
Halloween is …………..holiday ……….together with cultural	
…………and ………...traditions that spans centuries. It all began with	

the………..people whose……..had spread……Europe more

than……….years ago.   Was the day they…………….the end of the

………….season in festival called……

Step 6:

Reorder the following words to get coherent meaningful sentences:

A/ October 31- all Allows- Eve- was- gradually-which- into- morphed-

Halloween.

B/ Pranksters- young- the- masks-wore- they- so- not- would-

recognized- be.

Step7:

Put the following words in the right column:

Years- people- celebrated- considered- between- magical- seeds- keep-

living- rituals- immigrants.

/i:/	**/i/**

Step8:

Put the words in the right column

Considered- frowned- celebrated- stitched- marked- watched- gathered-

designated- morphed- encouraged.

/t/	**/d/**	**/id/**

Phase Three:

Post-speaking stage:

Step9:

*To promote students grammatical skills

To promote students' pronunciation

The teacher asks students the following questions in order to open a further discussion with them about the related topic and ensure the opportunity for all to express their ideas and interact with each other. * Do you know other stories concerning the history of Halloween day? *Do you believe in this kind of festivals? Why? *Have you ever celebrated this type of events? *Are there any celebrations in your city that resemble Halloween festival? If there any, describe it. *What unique traditions does it require? ⟶ The teacher also asks each student to tell their classmates about a film, documentary or even cartoon stories about Halloween festival. ⟶ The teacher also asks students to speak about a ghost story or any event that could not be explained by reason or science.	To promote students' speaking skill

Lesson Plan Three

Level : Second Year LMD Students

Time: 90mn

Materials: Worksheets, Pictures and a report from a 'abc' News entitled "Malala Yousfzai, 16, and her miraculous story of surviving being shot by the Taliban" downloaded from:

https://www.youtube.com/watch?v=CXvs1vwiD0M

Pictures from;
https://www.google.dz/search?q=pictures+malala+yousafzai&tbm=isch&tbo=u&source=univ&sa=X&ved=0ahUKEwjJ-

Jac8afaAhWJOxQKHcgeCmkQsAQIJQ&biw=1517&bih=707#imgrc=pnhQcFBaZuXBtM:

Aims:

*To raise students' communicative skills.

*.To promote students' linguistic competencies

*To enhance students' vocabulary, strengthen their pronunciation, and develop their sentence grammatical structure

*To develop students' speaking skills and enhance their confidence to use the target language

Procedures	Objectives
Phase One: **A/ Pre-Speaking Stage:** **Step 1:** The teacher monitors a discussion with students to go through the pictures. She shows students the following pictures and asks students to interpret them *The teacher elicits the topic and brainstorms students' ideas, prior knowledge and vocabulary concerning Malala and her	*The teacher aims to provoke students' prior knowledge and vocabulary concerning the topic of "Malala" *The teacher aims to anticipate

inspirational personality and story with her struggle for girls' rights for education.	information before it is supplied
*She starts asking them whether they know this girl or no, then; she tells them to explain the meaning behind the words in each picture. *She also asks the ones who know her to tell their classmates what they have heard or watch concerning this strong inspirational girl.	*To motivate learners through creating anticipations
*She writes all the lexis students say about the related character and girls rights for education all over the world.	
Step two:	*To enhance
Match the vocabulary with the correct definitions:	students' vocabulary
Bullet- Clot- bleeding- swelling- septic- defy-	
B/*Infected with a harmful bacteria.	
*To refuse to to obey ar to show respect for someboy in authority, or law.	
*A place in the body that becomes larger or rounder than normal as a result of an illness or injury.	
*The process of loosing blood.	
*It forms thick lumps	
*A small metal object that is shot from a gun	
Phase Two:	
While speaking stage:	
Step 3:	
The teacher asks students to watch a report of 'abc" channel entitled "Malala Yousfzai, 16, and her miraculous story of	

surviving being shot by the Taliban" and do the following activity: → Check your understanding and write true or false. *Why was Malaka shot in her head? *What is the title of her book? *Why does she win the Nobel price? *Does Malala remember what happened when she was shot? *According to the doctors, what is the reason behind Malala' survival? **Step 4:** Put the following words in the right gap: Skull – heads- skin- eardrum - survived- miraculous I don't know. But it's truly amazing. I don't know why she……. Maybe his hand was shaky. He hit her there. It goes under the …. near the……. A bullet traveling 1,000 feet per second slips under Malala's skin but as it ….. toward her brain, that bone turns out to be so strong and curved, it forces the bullet to ricochet away and instead smashes her……., severs the nerve in her face and hits her shoulder. The fact she didn't die on the spot or soon afterwards, to my mind is nothing short of……. **Step 5:** Watch again the video and fill in the following table :	To enhance students' listening in which students listen to check details

Present simple	Past Simple	Present Continuous	Past Continuous	Present Perfect

*To develop students' grammar skills.

Step 6: Order the following words to get a coherent meaningful sentences: * eyes /they / after/ her / amazed / when / are/ moments/ open, * tubes/ have/the/ an/ infection/ given/ Malala * the/ world /she, /she /up/ for/ spoke /around, /who /was get/ an because /the /girls /education/ shot/31 million/ cannot **Phase Three:** **C/Post-speaking stage:** **Step 7:** The teacher monitors a discussion with students about Malala's story as brave inspirational young personality who can change the world. She asks students questions to create a speaking classroom and facilitate interaction. These are some: *Name an inspirational person who makes you change your points of view and has a great impact on the world *Is there any inspirational persons who have great impact in your country? *What comes to your mind when you hear "girls' rights for a compulsory education" *How equal education in your country? *What are the main reasons behind girls education ban? In other words, why girls are not allowed to go to schools? *In your opinions, what are the main solutions for this problem,	 *To develop students' oral performances *To promote students' linguistic and communicative skills

and what should government do to help girls continue and boost their education? *If you are an effective personality as Malala, what are you going to change in your country?	

Lesson Plan Four

Level : Second Year LMD Students

Time: 60mn

Materials: Worksheets, Pictures and a video entitled "Nature makes you happy" downloaded from https://www.youtube.com/watch?v=1wkPMUZ9vX4

https://www.google.dz/search?q=nature&source=lnms&tbm=isch&sa=X&ved=0ahUK EwjO-Oe75p7aAhWGPRQKHYGvD0EQ_AUICigB&biw=1517&bih=653#imgrc=SpXV8W d5Xuin9M:

https://www.google.dz/search?q=crowded+England+city&source=lnms&tbm=isch&sa =X&ved=0ahUKEwjNkbn55p7aAhXHNxQKHaW2A2IQ_AUICigB&biw=1517&bih= 653#imgrc=LsBAk-rXX6_aKM:

Language Learning Aims:

*To raise students' communicative skills.

*To promote students' linguistic competencies of comparison, contrasts, description, agreeing, disagreeing and discussion.

Procedures	Objectives
Phase One: **A/ Pre-Speaking Stage:** **Step 1:** The teacher presents a picture of a beautiful landscape and another one of a crowded living city, and asks them to interpret the two.	*The teacher aims to anticipate information before it is supplied

*To motivate learners through creating anticipations

Step2

The teacher asks students questions about the pictures and their favorite place to live in:

→ Which picture do you prefer and why?

→ Do you feel comfortable when you go to the countryside?

→ Where do you feel happy?

→ Do you feel happy and relaxed when you are in a beautiful pure nature and landscapes?

*To elicit the topic and vocabulary students will encounter when exposing to the material

Step3:

The teacher divides students into small groups of six, and hand out them the new lexis(emotions) and their definitions in cut-up small pieces of papers and asks them to match the given words with its definitions.

*To brainstorm students' ideas and vocabulary concerning the topic

* To make students

�That Joy/ contentment/ curiosity/ awe/amazement/	feel confident and
*A feeling of great surprise	comfortable with the
* A feeling of being impressed by something or somebody	material and each
* A feeling of satisfaction and happiness	other
* A feeling of great happiness	
* A desire to know and explore something	
B/While Speaking Stage:	
Step4:	
Watch the following video and decide if each of the following	
statements is true or false:	
*Studies have proved that spending more time in nature can	
make people feel better and happy.	
*Nature has a positive effect on human beings.	
*Awe and curiosity are not related with nature.	
*Younger viewers can reduce stress through watching green	To enhance
pure cool nature	students' careful
*Watching wild nature can not provoke positive emotions.	listening for details
*Amazement, wonder and awe are the foundation of human	
powerful form of real human happiness	
Step 5:	
Post-Speaking Stage:	
The teacher creates a debate through dividing students into	
two teams. The first should prefer living near pure green	
nature while the second should prefer living in the modern	
crowded cities. Each group must defend his view through	

presenting arguments so that they convince the other side.	To promote students' oral performances *To develop students' interaction and communicative skills

Lesson Plan Five

Level : Second Year LMD Students

Time: 120mn

Materials: Worksheets, Pictures and a video presenting a Hamlet play entitled "Hamlet" summary/overview –William Shekespeare "Hamlet" from 60 second recap" . The video title is   downloaded from:

https://www.youtube.com/watch?v=EmjWIMMtjDc&t=24s

https://pixabay.com/en/shakespeare-hamlet-be-or-not-to-be-970421/

https://www.teachingenglish.org.uk/sites/teacheng/files/The%20tragedy%20of%20Hamlet%20Student%20Worksheet.pdf   the activity of writing the characters' names next to descriptions /   Watching the video and filling the table /   Discussion questions.

Aims:

*To raise students' communicative skills.

*.To promote students' linguistic competencies

*To enhance students' vocabulary

*To develop students' speaking skills and enhance their confidence to use the target language

Procedures	Objectives
Phase One:	
A/ Pre-Speaking Stage:	
Step 1	*The teacher aims
-The teacher starts to elicit the topic as follows:	to anticipate
*The teacher writes the quotation in the white board and asks	information before
students whether they have heard about.	it is supplied
*She asks students what it means for them.	*To motivate
*If any students know the quotation, she asks them to tell their	learners through
classmates about it.	creating
*The teacher asks students if they know Hamlet play written by	anticipations
William Shakespeare	
*The teacher shows students the following picture and asks them	
general questions about the play.	*To elicit the
	topic and
	vocabulary
	students will
	encounter when
	exposing to the
	material
-The teacher writes on the white board all the related vocabulary	*To brainstorm
stated by students, and in order to elicit the new lexis they will	students' ideas
encounter in the video, she asks them do the activity presented in	and vocabulary
the next step.	concerning the

	topic
Step 2:	* To make students feel confident and comfortable with the material and each other
The teacher asks students to match the words with its definitions:	
Slaughter- ghosts- poison- revenge- murder- upset- tragedy- mystery- disputes-	
*The thing that is very difficult to explain or understand	
*Disagreement between people	
*Avery sad event or situation, especially death	
* a liquid that can kill if it gets inside your body	
* the spirit of a dead person	
*The cruel killing of people	
*Something the person would do to make someone suffer because he/she made hi suffer.	
*the crime of making killing somebody deliberately	
*the feeling of sadness	
While Speaking Stage:	
Step 3:	
The teacher asks students to watch the video about a summary of	

Hamlet story written by Shakespeare and do the following activities: *Watch the video and fill the table: <table><tr><td>Sadness and depression. What makes Hamlet sad or depressed?</td><td>Depression and madness. Apart from Hamlet, who is depressed or mad in the play and why?</td><td>Conflicts between characters. Who fights with whom, and why?</td></tr><tr><td></td><td></td><td></td></tr></table> **Step 4:** *Write the characters' names (in bold) next to descriptions a-–g. a) the spirit of Hamlet's dead father **the ghost** b) the prince of Denmark c) Polonius's daughter (Hamlet wants to marry her) d) Hamlet's uncle. The ghost claims he murdered the king. e) a member of the court. He spies on Hamlet. f) Hamlet's mother and the queen g) Polonius's son. He hates Hamlet and wants to kill him. **Post-speaking stage:** **Step 5:** 1-The teacher monitor a discussion with students in which she asks them the following question:	To develop students' comprehension

* Do you think Prince Hamlet does the right things? Does he deserve our sympathy? * Hamlet is arguably Shakespeare's most popular and famous play. Why do you think audiences like it so much? 2-The teacher also divides students into groups according to the characters of the play *Then, she asks them to assign and distribute the roles of the play for each other. *After that, each group writes the scenario of the play using the words they dealt with in the previous tasks. *Later, they act the given roles and perform the play.	To develop students' oral performances *To promote students' interaction and communicative abilities *To lesson students' anxiety and fear to speak *To increase students' motivation and confidence to use the target langauge.

الملخص

إن تكلم اللغة الانجليزية كلغة أجنبية بطلاقة هو كل ما يصبو إليه معظم الطلبة بحيث يقيمون درجة تقدمهم في تعلم اللغة عن طريق مهاراتهم التواصلية مع الآخرين عند استعمالها. ولذلك فان الهدف الرئيسي من هذا البحث هو التحقيق في واحدة من أهم القضايا القابلة للنقاش في مجال تعليم وتعلم اللغة الإنجليزية وذلك من خلال التحقق من فعالية دمج المواد الأصيلة الغير المبرمجة لأهداف تعليمية في الفصول الشفهية لتعزيز أداء الطلاب الشفهي مع طلاب اللغة الإنجليزية في السنة الثانية من في جامعة باتنة -2. خلال المراحل المختلفة للبحث لجمع البيانات المطلوبة للدراسة ، قام الباحث باستخدام مزيجً من الطريقتين التجريبية والوصفية اللتان مكنتنا من تأكيد فرضيتنا التي تميل إلى التحقق من فعالية استخدام الطلاب لأنواع مختلفة من المواد الأصلية التي قد تعزز أدائهم عند استعمال اللغة. تتمثل أهم النتائج التي تم الكشف عنها في نهاية التحقيق في أن استخدام المواد الأصيلة في حين أنها ليست أدوات تعليمية أثناء الفصول الدراسية الشفوية / السمعية يؤدي إلى إتقان جيد للأداء الشفهي للطلاب كما يصبحون أكثر وعياً بمختلف الوضعيات والمواقف التي يحتاجونها للتواصل خارج القسم في الحياة الحقيقية .

الكلمات المفتاحية: الأداء الشفهي ، المادة الأصلية ، اللغة الانجليزية