

PEOPLES DEMOCRATIC REPUBLIC OF ALGERIA
MINISTRY OF HIGHER EDUCATION AND SPECIFIC RESEARCH
MOHAMED EL BACHIR EL IBRAHIMI UNIVERSITY
BORDJ BOU ARRERIDJ
DEPARTMENT OF ENGLISH



A Dissertation submitted in Partial Fulfillment of the Requirements for the degree of Master of Arts in Teaching English as a Foreign Language (TEFL)

Exploring the Use of Authentic Materials in Enhancing Learners' Speaking Skills Fluency in I Listen and Do Lesson: A Case of Third Year Learners and Teachers at Baatouche Brothers Middle School

By :

Ms. Benabid Meriem

Ms. Khezar Houda

Ms. Boureghdad Somia

Board of Examiners

Supervisor :

Dr. Kouachi Rawiya

President	Dr. Tiaiba Imane
Supervisor	Dr. Kouachi Rawiya
Examiner	Dr. Bouflih Amira

Academic Year : 2024/2025

Dedication

*To our beloved families,
whose unwavering support, endless encouragement, and unconditional love have been our
strength throughout this journey.*

Thank you for believing in us, even when we doubted ourselves.

*To our dear friends,
your kindness, laughter, and motivation have been a light during the most challenging
moments.*

We are deeply grateful for your presence every step of the way.

Acknowledgment

We would like to express our deepest gratitude to Dr. Kouachi Rawiya, our respected supervisor, for her invaluable guidance, constant encouragement, and insightful feedback throughout every stage of this research. Her expertise, patience, and dedication have been instrumental in shaping the quality and direction of our work.

We are also sincerely thankful to the honorable members of the jury Dr. Tiaiba Imane and Dr. Bouflih Amira for accepting to evaluate our dissertation and for their constructive remarks, valuable suggestions, and academic support. Their time, attention, and critical insight are truly appreciated.

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Abstract

This study investigates the effectiveness of authentic materials in enhancing the speaking fluency of third-year middle school learners during listening and speaking sessions. The primary aim was to investigate how real-world resources—such as videos, podcasts, newspaper articles, and infographics—could impact learners' fluency in oral communication. The research also examined learners' perceptions of these materials and the challenges teachers faced when incorporating them into classroom practice. The study adopted a quasi-experimental design and involved a sample of 20 learners from Baatouche Brothers Middle School in Algeria. The participants were randomly divided into two equal groups: an experimental group that was exposed to authentic materials for a period of three months, and a control group that followed traditional textbook-based instructions. Both groups completed a pre-test and a post-test assessing four criteria of speaking fluency, smoothness of speech, vocabulary, grammatical accuracy, and pronunciation. Additionally, semi-structured interviews were conducted with three English teachers to gather qualitative insights into the use of authentic materials. The findings revealed that the experimental group outperformed the control group in the post-test, particularly in terms of speaking fluency, particularly in their ability to express ideas spontaneously and use appropriate vocabulary. The integration of authentic materials was found to significantly improve learner engagement, promote spontaneous speech, and develop confidence in oral communication. Learners expressed positive attitudes toward the use of authentic materials, stating that the resources felt more enjoyable and realistic than textbook content. Teachers also acknowledged the benefits of authentic materials but reported challenges related to time, resources, and classroom management. The study concludes that authentic materials are a valuable pedagogical tool for enhancing speaking skills in EFL contexts.

Keywords: Authentic materials, speaking fluency, middle school learners, EFL teaching, listening and speaking sessions

General Introduction

1. Background of the Study

The mastery of speaking skills is fundamental in the acquisition of a foreign language, as it enables learners to effectively communicate in real-life situations. Despite its importance, many middle school learners struggle with speaking fluency, often due to the traditional and textbook-focused teaching methods employed in listening and speaking sessions. Authentic materials, such as videos, podcasts, newspapers, and real-life dialogues, have gained recognition as effective tools for bridging the gap between classroom learning and real-world communication. This research seeks to explore the role of authentic materials in improving the speaking fluency of third-year middle school learners.

Using a variety of resources can benefit foreign language teachers in a number of ways, including improving their ability to deliver the lesson and, if they are proficient in its use, inspiring learners. According to Gebhard (1966), authentic materials are classified into three categories. Visual aids, including blackboards, pictures, wall charts, posters, paintings, and magazine images, provide learners with opportunities to use language in engaging contexts and assist in expressing their ideas. Written materials, such as newspaper articles, advertisements, maps, comic books, and song lyrics, are considered valuable when used in ways that mirror real-life usage outside educational settings (Jacobson, Degener & Gates, 2003). Audio and visual materials encompass tools that allow learners to see and hear the language as used in authentic contexts, including TV commercials, quiz shows, cartoons, news clips, movies, audio-taped stories, radio ads, and songs, facilitating their understanding of real-world communication.

According to Nuttall (1996), learners can experience real language usage through authentic materials. Authentic resources give learners exposure to real language, even if the classroom does not offer a real-life scenario. Because authentic materials reflect real-life experiences communicated by real people, they resonate with learners and thus serve as a motivating and engaging resource. These materials improve listening and pronunciation as learners mimic correct intonation and rhythm, while providing a meaningful context for language use that aids in appropriate expression. Moreover, authentic materials increase learners' motivation and engagement by using relatable and relevant content, such as songs, videos, and articles, making learning enjoyable and encouraging active participation.

2. Statement of the Problem

Many middle school learners exhibit limited fluency in speaking English, which hampers their ability to communicate confidently. Based on my experience as a middle school teacher, I have frequently observed that learners hesitate to speak, rely heavily on memorized phrases, and often lack the vocabulary and spontaneity needed for real-life communication. This problem is further exacerbated by factors such as anxiety, low motivation, and minimal exposure to authentic language use inside the classroom. Traditional teaching methods, which rely heavily on rote memorization and textbook-based instruction, frequently fail to provide learners with opportunities to engage in meaningful and realistic language use. As a result, students remain ill-equipped to handle real-world communicative situations, both academically and socially. Studies have shown that such methods do not adequately prepare learners for real-world communication, leaving them unprepared for academic and professional challenges. This gap necessitates the exploration of innovative teaching approaches, such as the integration of authentic materials, which have been shown to enhance learners' speaking skills by providing relevant, engaging, and context-rich learning experiences. This study, therefore, seeks to investigate whether integrating such materials can effectively bridge the gap between classroom learning and real-world communication needs.

3. Aims and Objectives of the Study

This study aims to investigate the effectiveness of using authentic materials in enhancing the speaking fluency of third-year middle school learners in Algerian Middle Schools. Specially, it seeks to :

- To assess the impact of authentic materials on learners' speaking fluency through pre- and post-tests.
- To explore learners' perceptions of using authentic materials during classroom speaking activities.
- To examine the practical difficulties teachers face when integrating authentic materials into their teaching.

4. Research Questions

The study raises three main questions :

1. How do learners perceive the use of authentic materials in improving their speaking skills?
2. To what extent authentic materials influence the speaking fluency of third-year middle school learners?

3. What are the challenges faced by teachers when integrating authentic materials into listening and speaking sessions?

5. Research Hypotheses

- Alternative Hypothesis (H₁):

There is a statistically significant improvement in the speaking fluency of third-year middle school learners who are exposed to authentic materials compared to those who receive traditional textbook-based instruction.

- Null Hypothesis (H₀):

There is no statistically significant difference in the speaking fluency of third-year middle school learners who are exposed to authentic materials compared to those who receive traditional textbook-based instruction.

6. Significance of the Study

This study holds significant importance for both teachers and learners in middle school settings. By investigating the use of authentic materials, it provides insights into improving learners' speaking fluency and offers practical strategies for teachers to enhance classroom practices. It helps learners build confidence and communicative competence while contributing to research on language teaching methodologies, particularly in the Algerian context.

7. Overview of Methodology

The methodology for this study follows a quasi-experimental design, involving a treatment group and a control group. The treatment group was exposed to authentic materials to assess their impact on learners' speaking fluency. A pre-test was administered to both groups prior to the experiment to gather initial performance data. After the treatment is applied, a post-test was conducted to compare the performance of both groups and evaluate the effect of authentic materials. In addition to the quantitative data, qualitative data were collected through semi-structured interviews with English teachers to gather their perspectives on authentic materials, including their perceived advantages and disadvantages. This mixed-method approach allowed for a comprehensive analysis of the effectiveness of authentic materials in enhancing speaking fluency.

8. Population and Sampling

The population of this study consists of 152 third-year learners from Baatouche Brothers Middle School. A sample of 20 learners are randomly selected from this population and divided equally into two groups: a treatment group and a control group, with 10 learners

in each. The treatment group is exposed to authentic materials to assess their impact on speaking skills, while the control group is not. Additionally, three teachers from Baatouche Brothers Middle School are randomly chosen to participate in interviews. These interviews aim to gain insight into the teachers' perspectives on the use of authentic materials in improving learners' speaking abilities.

9. The Organization of the Research

This study is structured into three main chapters. The first chapter is divided into two main sections the first section explores authentic materials, covering their definition, types, advantages, disadvantages, sources, and selection criteria. While the second section focuses on speaking skills, discussing its definition, types, teaching stages, learner challenges, and the role of authentic materials in enhancing speaking proficiency.

The second chapter is devoted to the research methodology, outlining the research design, participants, instruments, and procedures followed during the study. The third chapter presents the analysis and interpretation of the data, comparing the results of the control and experimental groups, and providing recommendations for teachers. The chapter concludes with a summary of the main findings.

Chapter one

The Role of Authentic

Materials in Enhancing EFL

Speaking Skills

Introduction

In English as a Foreign Language (EFL) teaching, developing learners' speaking skills is a key goal but remains a challenge. Speaking is an active and social skill that allows learners to express ideas and interact in real-world situations. Yet, traditional classroom methods often lack the rich input needed to build real communicative competence. To bridge this gap, many educators support the use of authentic materials.

Authentic materials such as texts, videos, or audio designed for native speakers—expose learners to real-life language use. When used well, they enrich classroom content, boost motivation, and build cultural awareness. Their realistic and engaging nature helps learners improve essential speaking skills like fluency, vocabulary, pronunciation, and interaction.

This chapter is divided into two main sections. The first section explores the concept of authentic materials, examining their definitions, types, benefits, limitations, sources, and selection criteria, as well as the teacher's role in their effective implementation. The second section focuses on speaking as a core language skill, analyzing its types, features, stages of instruction, and the challenges learners commonly face. Special attention is given to the pedagogical connection between authentic materials and the development of speaking proficiency, highlighting how authentic input can lead to more meaningful and confident oral production.

Section One The Use of Authentic Materials in Foreign Language Education

1.1.1. Definition of Authentic Materials

Authentic materials are anything that shows the foreign language being learnt as it is spoken in everyday situations. Despite not being designed with classroom implementation in mind, authentic materials are great teaching resources for learners because of their authenticity. Tomlinson (1998) defines materials as everything that aids in teaching language learners. Textbooks, workbooks, cassettes, CD-ROMs, videos, photocopied handouts, newspapers, and paragraphs written on whiteboards are all examples of materials that can be used to illustrate or provide information about the language being learnt, enabling learners to hear, read, and speak the language as it is used in the target culture is its main goal.

Additionally, Peacock (1997, as cited in Martinez, 2002) defined authentic materials as “materials that have been produced to fulfill some social purpose in the language community” (p.46). This implies that authentic materials are not originally designed for language instruction but can effectively enhance learners' engagement by exposing them to real-world language use.

According to Harmer (1991), authentic materials are appropriate and valuable in terms of goals, objectives, learners' needs and interests, and natural in terms of real-life and meaningful communication.. Hitler (2005) adds that any text published by native English speakers for native English speakers qualifies as authentic material. In other words, a text written by native English speakers and intended for native English speakers is considered authentic material. Following the same line of reasoning. Similarly, print, video, and audio materials that learners come across on a daily basis are considered authentic materials by the American Institutes for Research (2007). such as modifications to voice mail messages, radio, programs, video, menus, employment applications, and address forms. Although they are not designed with the classroom in mind, authentic materials are great teaching resources for learners because of their authenticity. They separated proper resources into two categories: print (websites, newspapers, magazines, TV guides) and audio (radio, television, movies, and videos). Utilizing materials in authentic ways rather than in conventional school-based methods is crucial. Teachers' usage of authentic resources is frequently dictated by their function or goal.

1.1.2. Types of Authentic Materials

Authentic materials, when matched with learners' language levels, can significantly enhance learning motivation and classroom effectiveness. These kinds of resources can greatly inspire learners if they are at the appropriate level for their use, foreign language teachers can gain numerous advantages using a variety of resources, which may assist them in delivering the lesson more effectively. resources and materials have been divided into three primary categories: the new, the old, and the most recent. (Turrecillas and Salvador, n.d, 2017). Understanding these categories allows teachers to select the most relevant and engaging materials for their learners.

1.1.2.1. Visual Aids

Visual aids play a crucial role in making language instruction more engaging by linking language input with real-world visual experiences. According to Brinton (2001), the majority of language teachers seem to believe that using visual aids to improve language instruction and incorporating real-world experiences into the classroom can make learning more engaging and relevant. The best approach to gather information, create knowledge, and create good educational outcomes is through visual literacy, which Bamford (2001) suggests teachers take into account. Visual images are increasingly the primary means of communication across a variety of learning and teaching resources. She claims that this is because there are more images in the world. Visual literacy is the capacity to derive meaning from visual images. Therefore, the integration of visual literacy into language teaching empowers learners to decode and communicate meaning more effectively.

1.1.2.1.1. The Blackboard

The blackboard remains a foundational visual tool in language classrooms, especially within traditional, teacher-centered methods. The classroom's blackboard is an essential piece of equipment, according to The "teachers-centered" tradition has been linked to the blackboard. It goes without saying that the teachers use blackboards to support their lectures, and this is the minimal amount of resources that all language teachers have access to. Additionally, a teacher should be able to deal with these resources and use them creatively (Ibid,p.3). Despite its simplicity, the blackboard continues to serve as a versatile and indispensable aid in classroom communication.

1.1.2.1.2. The Pictures

Pictures are effective tools that support vocabulary learning, focus attention, and stimulate interpretation and discussion. Arif and Hashim (2009) found that "pictures gained better attention than words," and that "pictures became the main clue in interpreting the meaning of the words."According to Alkhuli (2006), images can serve a variety of functions. First of all, they are appropriate for achieving what may be referred to as "the collective eye of the class," when learners concentrate on a single subject. Word picture association is another method of teaching new word meanings with visual aids. Additionally, when utilized to help explain the content of certain reading materials, pictures can serve as a source of external motivation in the foreign language lesson as well as an encouragement for debate and other conversational activities of a similar nature. If properly chosen and presented, images

can be a powerful teaching tool. Thus, when thoughtfully selected and integrated, pictures become powerful catalysts for comprehension and communication in language classes.

1.1.2.1.3. Wall Charts and Posters

Wall charts and posters are valuable visual aids that enhance narrative, scientific, and linguistic skills through spatial and chronological cues. Posters and wall charts can be utilized to help learners get better at speaking. Maps and posters with numbers and letters are easily found and can be incorporated into learning activities. Wall charts and posters also contain a sequence of events related in time and space, which makes them suitable for narratives or "science related presentations," among other possible implications. (Turrecillas and Salvador, n.d., as cited in Benini, 2017). In sum, these tools offer practical visual references that support various forms of spoken and written expression in the classroom.

1.1.2.2. Audio Materials

Audio materials are indispensable in EFL classrooms, as they help learners develop listening skills, pronunciation accuracy, and a deeper understanding of authentic language use.

1.1.2.2.1. Traditional Tools

Traditional tools provide learners with repeated exposure to native speech, which is essential for developing accurate pronunciation and listening comprehension. One tool that can be utilized to conduct listening exercises is tapes. According to Alkhuli (2006), tapes can be used for a variety of purposes. For example, they can be used to give learners recorded samples of native speakers' intonation and pronunciation. In this case, learners are exposed to the recordings in order to learn about the various facets of pronunciation; these tapes may be used as part of a language laboratory, in which case the learners listen to the recorded material or repeat after each utterance. Additionally, learners might employ recordings to improve their aural comprehension. Therefore, tapes are a practical and flexible tool that supports learners' auditory exposure and fosters language accuracy.

1.1.2.2.2. Radio

Radio broadcasts offer learners authentic listening experiences that enhance both their comprehension skills and cultural awareness. During a tutorial session that intends to increase speaking skills, teachers can use radio. While watching a variety of shows, including the BBC World Service. According to Candy (1993), it provides fascinating insights into the target

culture and places a strong emphasis on reading and listening. Miller stated that for language learners, listening to such programs (BBC World Service) is possibly the most challenging aural text. It seeks to give learners access to models of native speakers, prioritize listening, and stress testing what learners hear. The teacher may pose questions or assign exercises while the learners are listening to allow them to converse and engage with one another while practicing the terminology they have heard. In conclusion, using radio in the classroom enhances learners' listening proficiency and provides meaningful opportunities for real-life language interaction.

1.1.2.2.3. Audio and Visual Materials

Audio-visual materials, such as videos and TV shows, enrich language learning by combining spoken language with visual context, which helps learners grasp meaning more effectively. Videos and TV shows are the most appealing because they give language semiotic meanings. That is, in addition to language content, TV shows offer images and concepts that provide additional meanings and convey the precise meaning that is intended. It facilitates improved focus and body language development. According to Allen (1956), Radio news is another form of authentic listening material. Using real-time radio improves listening skills since it presents various topics in authentic ways and is a wonderful resource for both intensive and extensive practice. Thus, audio-visual materials strengthen learners' comprehension by combining auditory and visual input, making language learning more engaging and meaningful.

1.1.2.3. Authentic Printed Materials

Authentic printed materials, such as newspaper articles and brochures, expose learners to real-world language use, supporting the development of reading and writing skills in context. By recommending the visual shapes of the structures and aligning them with pronunciation, it improves writing skills. This could assist learners in avoiding numerous mistakes and irregular English usages. Here are some other printed resources including newspaper articles, reports, lyrics, menus, brochures, catalogues, maps, and comic books that boost their self-confidence. (Setyowati & Sukmawan, 2019). In short, printed materials serve as effective tools for reinforcing correct language usage while building learners' confidence through exposure to real-life written communication.

1.1.3. Advantages of Using Authentic Materials

There are benefits of using real materials in foreign language classes. According to numerous academics, real materials can be used for a variety of jobs and to develop a wide range of abilities. They are adaptable, simple to use in EFL/ESL classrooms, successfully align with learning goals, unrestricted by the format of textbooks, and, when used properly, offer learners a number of significant advantages. Brinton (1991) asserts that authentic media and materials can concretize language input, while Gebhard (1996) views authentic materials as a means of contextualizing language acquisition. Furthermore, according to Melvin and Stout (1987), real resources are a fantastic way to get learners interested and motivated to utilize language more practically. As a result, genuine resources offer accurate descriptions of the spoken or written aspects of the target language. To put it another way, authentic language use is when people use it spontaneously, which reinforces self-confidence and more concentrated frameworks.

In the classroom, materials are crucial because they foster interest in the foreign language, clarify ideas or provide examples, support learning, facilitate group discussions, and infuse the classroom with cultural authenticity.

English newspapers, computer software, broadcast media, movies, songs, and other authentic materials offer authentic local cultural practices and English language use habits that can be utilized in EFL classrooms. EFL teachers must, however, select resources that are specifically linked to English language proficiency, including speaking, listening, reading, and writing, in accordance with the objectives of instruction. Martinez (2002) offers still another benefit, for example, learners are given a news article and asked to search for specific information (amounts, percentages). Basic learners listen to news reports and are asked to identify the names of countries and famous people, which helps develop their ability to detect key words. Reading texts are perfect for teaching and practicing mini-skills like scanning.

The primary goal of selecting those resources is to improve EFL learners' proficiency in authentic English. Learners gain information, become more conscious of current events, and are inspired to read for enjoyment when they are exposed to authentic content. Additionally, some learners may find inspiration in authentic materials. As a result, teachers bear the task of providing general educational growth, which has a highly rich educational relevance for learners. (Berardo, 2006). Ultimately, integrating authentic materials fosters not only linguistic competence but also broader intellectual and cultural development.

1.1.4. Disadvantages of Authentic Materials

By describing real materials from the other perspective, disadvantages should also be emphasized. Because the source and target languages have different cultures, original materials could be challenging to understand. To establish a connection between the learner and the content, these materials frequently need to be altered and revised. According to Guariento and Morley (2001), using authentic texts at lower levels may cause learners to feel dissatisfied, confused, and demotivated in addition to preventing them from responding in meaningful ways. Thus, learners might find it challenging to use these materials in terms of vocabulary; they might not be specifically related to what they require, or the varied structures could make it challenging, especially for novices.

Martinez (2002) also identifies a number of challenges related to authentic materials. First, they might be overly culturally biased, which would hinder learner understanding by establishing a gap between cultures. Second, the vocabulary employed in these resources may not be immediately applicable to learners' requirements, which reduces its relevance to their learning goals. Furthermore, a variety of complex structures are frequently found in authentic writings, which can be especially difficult for novices. Furthermore, it takes a lot of time and work to prepare these materials and create appropriate activities. The inclusion of different dialects and accents in listening activities might make comprehension even more difficult. Finally, news articles and other original resources can soon become out of date, which diminishes their long-term value in the classroom.

In conclusion, there are more advantages than disadvantages to teaching learners with authentic resources. Consequently, teachers ought to take them seriously as an effective tool for teaching foreign languages; incorporate the target culture into their lessons to create a more organic learning environment; and exercise knowledge by taking these disadvantages into consideration before selecting the kind of text to be used.

1.1.5. Sources of Authentic Materials in EFL Lessons

Using a variety of resources will help foreign language teachers in numerous ways. The sources of materials used have become more prevalent in the context of the globalized world. According to Berardo (2006), authentic material, whether written or spoken, can be found in countless places. The most widely used sources include newspapers, magazines, television, movies, radio, literature, and the internet. Radios are simple to use, but because all nonverbal signals are lost, language learners find it most difficult to understand their input.

Unlike radio, television and video provide learners with access to nonverbal information through their images, motions, colors, and body language, making them easier for language learners to understand. However, it is believed that the internet is the most helpful resource.

1.1.5.1. Newspapers

Newspapers serve as accessible and versatile authentic materials in EFL classrooms, offering learners exposure to diverse language styles, current events, and real-world vocabulary across various topics. Mishan (2005) defined it as “Newspaper are the most easily available and accessible of the news media-anyone, anywhere can buy a newspaper and they are less ethereal than their broadcast counterparts.” (p.154) .Thus, newspapers can cover a wide range of topics, including politics, business, sports, and the arts. They frequently contain articles with opinions, columns, weather forecasts, and reviews of local services. Traditionally, newspapers were published in print, but these days, the majority are also published online.

Additionally, Mishan (2005) said that newspapers are most likely the best source of information on a nation's modern culture. This suggests that by examining newspaper features like color, size, headlines, text, and photos, learners can investigate the cultural facets of the English language. Newspapers also give learners a chance to get personally involved in current affairs in the context of the target language. Because they allow learners to interact with the linguistic intricacies of texts from everyday life, their use in the classroom can be motivating. Newspapers are therefore regarded as authentic resources and incorporating them into instruction encourages learners to pay more attention to the language in context. Additionally, they improve learners' reading and comprehension abilities by giving them useful tools for handling challenging literature.

1.1.5.2. Radio

Radio is one example of an authentic listening resource that should be used in EFL classes. It might be regarded as a reliable source of real listening content that most educators can access for little money and use in the classroom. According to Scrivener (2005), certain teachers frequently capture the news headlines for use in the classroom. This real-world listening exercise aids in overcoming some limitations brought on by a lack of resources.

According to Mishan (2005), one of the easier ways to give learners real-world listening skills is through radio. Additionally, using it increases their familiarity with the culture of the other language. One of the most beneficial forms of real listening resources that teachers can use in their EFL lessons is radio. In addition to improving language skills outside

of the classroom, radio also makes FL classes more engaging, exposes learners to the real world of English, and gets them ready for authentic communication (Sakian, 1997), that ultimately fosters greater listening fluency and learner autonomy.

1.1.5.3.Movies

Language combined with visual assistance, according to Mainenti (1997), makes it easier for learners to comprehend auditory productions. Furthermore, given their accessibility and availability, movies are thought to provide a creative instructional function due to their inexpensive cost (Tomail, 2006). As stated by Ur (1984), “instructors could rely on sound effects, picture, and emotions to stir up comprehensible language input for learners.” (p. 23). Thus, movies significantly improve learners' listening skills. Because it gives learners more linguistic input and makes it easier for them to understand what speakers are saying, it is more appealing, creative, motivating, and has gained popularity among learners.

Regarding the usage of movies in the classroom, educators could play them in short bursts with breaks and allow time for discussion of the material. According to Brophy (2004), for the lesson to be effective, it must have certain components, such as teaching the learners how to analyze videos and giving them brief clips or portions of lengthy recordings. Tomail(2006), goes on to say that participants have the right to see the videos more than once before the discussion begins in order to help tailor their use to the learners' level.

1.1.5.4.Literature

EFL teachers have prioritized literature as a subject of study since the 1980s. New techniques and approaches to the study of literature in the community of native speakers will be provided by incorporating literature into language acquisition. He believes that literature can be utilized to bridge cultural gaps and improve learners' understanding of the target language and its culture at all educational levels. Teaching language, not literature, should be the main goal when utilizing any type of literary material. Since literature is a source of unchanged language, it is beneficial to expose learners to it in the classroom because they learn how to deal with challenging or unfamiliar language that they can use outside of the classroom.

Literary texts can be successfully mined for discussions and the sharing of feelings or viewpoints since they are frequently rich in layers of meaning. Literature educates the complete person, and professors urge learners to form attitudes toward values by analyzing them in literary texts. These attitudes and ideals apply to the world beyond the classroom. Because literature is inspiring and highly valued in many cultures and nations, learners can

experience a genuine sense of accomplishment when they comprehend a work of highly regarded literature. Additionally, reading literature is frequently more engaging than reading lesson materials. (Mishan, 2004). In this way, literature not only enhances language competence but also fosters personal growth, critical thinking, and intercultural awareness among EFL learners.

1.1.5.5.Internet

With the widespread use of technology in many academic disciplines today, learners and teachers in particular have developed a strong interest in using the Internet for instructional purposes. Teachers have access to countless lists of resources that can be very helpful to their learners, including texts, magazines, live TV and radio shows, video clips, and more.

According to Mishan (2005), people from all around the world may now connect with one another efficiently and affordably because to the internet. The world's largest library is most likely the Internet. It can be viewed as an authentic, powerful audiovisual resource that teachers can use to infuse their communicative listening lessons with energy and maintain learners engagement (Su, 2007). However, because the internet is not accessible in their classrooms, both teachers and learners continue to have restricted access to it. Moreover, Miller (2003) said that while ESL/EFL websites can improve learners' focus, authentic language use, and overall comprehension of the foreign language, they also contain some false information that can be annoying while using the language. The price of using and accessing the internet is another consideration.

According to Harmer (2001), teachers and learners start to interact with real English when they have access to the internet. In addition to reading materials, teachers and learners can access audio and video resources found on websites that offer music, news, and movies for listening. It is crucial to consider copyright limitations before downloading any content from the internet. This implies that having access to network-based communication could help kids become more proficient communicators.

1.1.6.Criteria for Selecting Authentic Materials

According to Israelsson (2007), a variety of elements have been considered for the proper use of real resources in the classroom. According to him, the teacher must review the lesson objective to ensure that they cover all the topics that learners are expected to learn. They should also think about the materials that are being used. Additionally, it needs to be

pertinent to their future careers. Since the teacher is in charge of modifying real materials for the classroom, they should take all of those factors into account. Seugni (2009) asserts that certain criteria must be met for the content to be effective. Building on these foundations, five essential criteria further clarify the practical aspects of material selection: authenticity, accessibility, appropriateness, applicability, and adaptability. These dimensions help ensure that authentic content not only supports communication goals but also suits learners' levels and interests while remaining pedagogically sound and engaging.

1.1.6.1.Authenticity The chosen content should support communication objectives. It implies that the writing must be genuine.

1.1.6.2.Accessibility The content should be easy for learners to access and comprehend, and it should also be appropriate for the teacher to use.

1.1.6.3.Appropriateness The chosen text should be appropriate for the reader's age, skill level, needs, and interests. To put it another way, the content is more challenging to use with beginning EFL learners, and we need adapt it to their circumstances (work, travel). Moreover, teachers must be aware of what learners enjoy and dislike about authentic resources.

1.1.6.4.Applicability the real resources ought to concentrate on the educational setting and accomplish the required goals.

1.1.6.5. Adaptability To guarantee learners' understanding, teachers must incorporate some authenticity into their lessons in an engaging manner.

1.1.7.The Role of Teacher

According to Spelleri (2000, as cited in Segueni, 2009), the teacher plays several essential roles when using authentic materials in the classroom. First, the teacher acts as a filter, conveying the language in ways that are appropriate for the learners' level, needs, and interests. Second, the teacher serves as a culture guide, offering learners access to the cultural knowledge embedded in authentic materials and helping them understand the context of the language they encounter. Third, the teacher takes on the role of an impartial chairperson, especially when real materials provoke discussions on sensitive or diverse topics; in such cases, the teacher should facilitate the conversation while remaining a neutral listener. In general, when teachers have access to a good variety of authentic materials, they can design learning activities that meet their learners' specific needs and motivate them to engage more deeply with the content.

1.1.8. The Purpose of Using Authentic Materials in Speaking English Classrooms

According to Morley (2001), the rise of communicative approaches in language teaching has heightened awareness within the language education community about the importance of helping learners develop practical language skills. The use of authentic materials, in this context, aims to prepare learners for real-life social interactions by bridging the gap between classroom learning and real-world language use.

Learners should be in a communication classroom as using real resources can help them learn the language. It is also critical to create techniques for understanding the purpose of the foreign language classroom. The general goals of using authentic materials in the classroom are to help learners perform at high levels in a foreign language, provide speaking exercises, solve problems, and develop strategies for finishing assignments. They also help learners interact with one another and support communication. The general goals of using authentic materials in the classroom are to help learners perform at high levels in a foreign language, provide speaking exercises, solve problems, and develop strategies for finishing assignments. They also help learners interact with one another and support communication. (Berardo, 2006), in which critical thinking, cultural awareness, and self-directed learning are fostering.

Most people agree that using authentic materials to teach languages is beneficial. There are many different types of materials, including computers, movies, in-class activities, and the teacher must arrange the materials to correspond with the demands of the learners and their diverse cultural backgrounds. Books and newspapers are great sources of authentic materials that can be used to teach other languages, and one of their appealing qualities is how plentiful they are. The majority of the enlightening resources that people look for are genuine; they appreciate them and spend hours reading or watching them. (Day, 2004). Therefore, authentic materials play a vital role in language education by offering learners meaningful exposure to real-world language and culture. Their abundance, diversity, and relevance make them powerful tools for enhancing comprehension, engagement, and motivation. When thoughtfully selected and aligned with learners' needs and cultural contexts, these materials can transform the classroom into a more dynamic and effective learning environment.

Section Two Speaking Skills

1.2.1. Definition of Speaking Skills

Speaking is the process of creating and conveying meaning in a range of circumstances by utilizing both spoken and nonverbal signals. (Chaney, 1998). Speaking is an interactive process of constructing meaning that involves creating, receiving, and processing information, according to Bialy and Nunan (2005, as cited in Belbekouche & Kaddour, 2019), that emphasizes the importance of engaging learners in real-life communication to develop their fluency and comprehension skills.

Along with other language abilities, speaking is a crucial ability for language learners to master. It is described as a challenging procedure for exchanging information about spoken utterances, and we need to practice it to increase our skill in communicating in English, it is not enough in the classroom but practice outside of the classroom it will be influenced our speaking skills in addition to this speaking is considered to be the most important active skill Speaking skills is a spoken discourse that is primarily social engaged in for social purposes and in social contexts. Three fields of knowledge are included (Burnkart, 1998, as cited in Belakhdar, 2019.), this shows that in order to speak fluently, learners should understand how to use language according to context and pupose.

First, the mechanical components of language (vocabulary, grammar, and pronunciation), which enable the speaker to employ the proper pronunciation and context-sequence of words. Second, the speaking functions (interaction and transaction) allow the speaker to determine when a clear communication is required (for example, when carrying out a transaction or transferring information) and when a thorough comprehension is not required (for example, while developing relationships).

Third, the sociocultural norms that help people understand the conversational setting, the person they are speaking to, and the purpose of speaking, such as turn-taking, speech rate, pause duration between speakers, and the relative roles of participants. How long should he pause, how fast should he talk, and when should he listen? The aforementioned conversational features and strategies for fostering authentic dialogue must serve as the foundation for speaking classes.

1.2.2. Importance of Speaking

Speaking is a crucial ability for everyone learning a language. Language serves as a communication tool. We converse with others in order to share our thoughts and to learn about those of others. Where there is speech, there is communication. We are unable to converse with one another without words. Speaking English fluently is essential for foreign language learners, and it also enables them to communicate their thoughts, feelings, and issues. Since the majority of businesses and technology in recent decades are in English, they increase their prospects of obtaining additional education and work.

Bygate (1987, as cited in Inurrtia and Vegacely, 2006, p. 15) asserts that in both native and foreign languages, speaking is a skill that merits just as much attention as literary proficiency. Speaking is also a skill that should receive a lot of attention because the goal of learning a second or foreign language is to be able to communicate, and learners who have developed speaking skills can communicate easily.

1.2.3. Types of Speaking Skills

According on the speaker's goals, Brown (2004) proposes five different speaking styles: extensive speaking, interactive speaking, responsive speaking, intensive speaking, and imitative speaking.

1.2.3.1. Imitative Speaking The ability to mimic another person's speech in the form of a word, phrase, sentence, or entire exchange is known as "imitative speaking." By concentrating more on pronunciation in an effort to make learners more understandable, this type of repetition may incorporate several language skills like grammar and lexis to communicate a meaning or even to engage in conversation.

1.2.3.2. Intensive Speaking Intensive speaking is the creation of brief discourse segments that demonstrate mastery of a limited range of grammatical relationships, including intonation, stress, and rhythm. Assessment exercises such as reading aloud, completing phrases and dialogues, and other similar tasks are also included in this speaking style.

1.2.3.3. Responsive Speaking As demonstrated in the following brief exchange, responsive speaking "is a brief interaction, like short conversations, small talk, and simple requests in order to preserve authenticity with only one or two following up questions or retorts" (Brown, 2004, p. 142), this helps learners practice real-life communication in a more authentic and manageable way.

1.2.3.4. Interactive Speaking : This type of communication uses both transactional and interpersonal languages. While the latter aims to preserve social links, the former is focused on exchanging specialized information. Oral production in interpersonal language can become more intricate when slang, ellipsis, and colloquial language are used. Assessment tasks including role plays, interviews, and discussion exercises are all part of interactive speaking.

1.2.3.5. Extensive Speaking Also known as monologue, this sort of speaking include oral presentations, speeches, and storytelling, but it uses a more formal and deliberate linguistic style for lengthy work. Interaction is typically avoided and planning is required. (Brown, 2004), thus speaking needs a careful organization and clear delivery from the speaker.

1.2.4. Features of Speaking

Speaking is a difficult endeavor, but every learner of a foreign language strives to be precise and fluent, using proper grammar, vocabulary, and pronunciation qualities that characterize speaking competency.

1.2.4.1. Accuracy

Nowadays, the majority of foreign language instructors place a strong emphasis on accuracy in their lessons because learners strive for fluency and neglect accuracy; without using proper speech structures, speakers will not be understood and will become disinterested when they consistently reveal incorrect information. As a result, learners should focus on a variety of aspects of their spoken language, primarily vocabulary, grammatical structure, and pronunciation. According to Yuan and Ellis (2003), "accuracy in speaking is the extent to which the language produced conforms to target language norms." (p.02) In this regard, it is crucial to understand the language rules and know how to apply them in the sentence. Thus, it indicates that you are aware of proper usage of grammar, vocabulary, and pronunciation.

1.2.4.2. Fluency

According to Hedge (2005), "fluency means speaking easily, smoothly, naturally, and reasonably quickly without lots of pauses and stops." (p.04) It is the primary feature of the speaker's performance. Fluency is the ability to respond coherently by effectively connecting words and phrases and pronouncing the sound clearly. Some speakers speak quickly without pausing because they believe that fluency is the capacity to speak quickly. A good English speaker should be able to use the English language without any problems. Thornbury (2005)

stated that speed is crucial for fluency and that even native speakers must occasionally pause to allow the audience to comprehend what they are saying. For this reason, speakers should and must take pauses to be more clear and fluent.

1.2.4.3. Grammar

Grammar is defined as the principles by which words change their forms and join to form sentences (the Longman dictionary competency English , 2000, p. 193). Speakers should be able to employ a sentence correctly, which requires at least a subject, verb, and object. Additionally, kids should distinguish between adjectives and adverbs. Grammar aids in the efficient and acceptable expression of thoughts, sentiments, and messages.

Littlewood (1981,p.19) asserts that grammar is a crucial tool for communicative language usage, making it crucial for communication. Grammar aids learners in using language correctly, promotes interpersonal connection, and clarifies its meaning.

syntax is a crucial component that aids learners in using their speaking abilities since it makes it simple to understand the meaning and intent of a communication when it is delivered with proper syntax. For this reason, mastering English grammar should come first.

1.2.4.4. Vocabulary

A collection of terms along with their definitions, particularly from an Oxford Learners Pocket Dictionary for Foreign Languages, is known as vocabulary (2008, p. 495). In order to get vocabulary accuracy, speakers must select the right words. However, learners occasionally struggle to discover the right words to convey their ideas and acquire the necessary vocabulary. As stated by Harmer (2001, 35), According to Harmer (2001,p. 35), vocabulary is crucial, thus teachers should support learners in expanding their knowledge and place a high value on vocabulary in the classroom. Understanding word classes also enables speakers to choose well from utterances.

One of the most crucial abilities required for teaching and learning a foreign language is vocabulary. Learners need words to express themselves, so vocabulary helps them understand and communicate with others. Sometimes learners struggle when they want to speak because they don't have enough vocabulary, so it's crucial to consult dictionaries and books to pick up new words and avoid problems.

1.2.4.5.Pronunciation

Pronunciation is defined as the act or manner of speaking a word, or the way that words are pronounced. According to Goh (2007,p.129), pronunciation is crucial to intelligibility because correctly pronounced words help listeners understand what is being said and also significantly improve learners' speaking. Thus, in order to speak English correctly, learners must understand its phonological norms, including where words should be stressed, when to employ the falling intonation, and when to use the rising one. All of these elements enable people to communicate clearly and accurately while also improving the meaning for others.

1.2.5.Stages in Teaching Speaking Skills

When teaching speaking, a variety of methods can be employed. According to the purposes of speaking, those strategies are categorized in this part as follows: talk as transaction, talk as interaction, and talk as performance (Brown & Yule, 1983 as cited in Richard, 2005). Thornbury (2005) identified three sorts of speaking activities awareness raising (practiced control) activities, appropriation activities, and autonomy activities that further support the categorization of instructional methods.

Richard (2005) elaborates on the various purposes of speaking, including talk as interaction, talk as transaction, and talk as performance, while reviewing the work of Brown & Yule (1983). Talk as interaction refers to a dialogue in which participants "maintain social relationship" (Eggin, 1999) or in which they, for instance, welcome one another, share recent experiences, or create a relaxed environment for interaction. According to Richard, this type of conversation has a number of traits,

This means that it serves the social relationship as its main purpose, represents the relationship between the speakers, reflects the identity of the speaker, can be formal or informal, uses conversational convention, reflects various levels of politeness, uses a lot of generic words, and is collaboratively constructed by the speakers. Opening and ending conversations, selecting topics, engaging in small talk, narrating personal experiences and incidents, taking turns, employing adjacency pairs, interrupting, and responding to others are all skills required in interaction speak. Thornbury (2005) refers to these abilities as managing discussions, and they were covered in the preceding chapter.

Role-playing or drama are frequent techniques or activities that can be used in interactive talks. Learners act as though they are in a range of social situations and roles. During role-

playing exercises, the instructor provides the learners with information about themselves, including their thoughts and feelings. As a result, the instructor can say to the pupil, "You are David, you go to the doctor and tell him what happened last night, and..." (Harmer, 1984).

Talk as transaction, another use of talk, describes an exchange where the main goal is to exchange products and services or messages that are comprehended. The primary focus of this type of conversation is information; participants use communication strategies to convey the message; there may be frequent questions, repetitions, and comprehension checks; there may be negotiation and digression; and linguistic accuracy is not always crucial. These are some of the main characteristics of this type of conversation.

Explaining a need or intention, describing something, asking questions, verifying information, defending a position, offering recommendations, elucidating comprehension, drawing parallels, and agreeing and disagreeing are all necessary for this type of conversation. Group discussions and problem-solving exercises in the classroom, a class exercise where learners design a foster, talking with a technician about a computer that needs to be repaired, talking with a hotel clerk or tour guide about a planned sight-seeing, calling to get flight information, asking for directions on the street, making a purchase in a store, ordering food from a menu in a restaurant, etc. are the techniques that fit this talk.

1.2.6. Classroom Speaking Activities

Being able to communicate effectively orally and being understood when speaking are crucial in a foreign language classroom, especially as voice is still the most common mode of communication.

Speaking a foreign language requires some real-world exposure, which can be achieved through a series of classroom exercises that are best developed in a dynamic, interactive learning environment where learners and teachers work together to create a safe, relaxed, and comfortable environment for the ideal productive classroom conversation.

In order to achieve this, FL teachers attempt to help their learners become more communicatively competent. To do this, they require a variety of activities in their classes, such as introducing learners to various language discourses, situational and contextual expressions (business English, post office, jargon, etc.), and the various types and styles of expressions as well as the various accents and dialects of native speakers. Every teacher will

choose and modify the best exercise and approach to fit the needs, interests, and objectives of his learners.

The most popular speaking exercises in the listening and speaking sessions, according to Harmer (2001), should: "fall at or near the communicative end of the communication continuum" (p. 271). The teacher makes a constant effort to foster interaction in the classroom through the following speaking exercises, where learners exchange ideas and information while paying close attention to proper grammar (accuracy), a sufficient vocabulary, acceptable fluency, and proper pronunciation to convey meaning in speech that sounds like that of a native speaker.

1.2.6.1. Discussion (debate)

One of the most effective ways to deliver a speech is through discussion, which is also a fun way for learners to practice oral communication in the classroom. In a language classroom, it can facilitate some productive and pleasurable speaking. (Harmer, 1995). Many teachers concur that the most fruitful class conversations are those that emerge naturally, either as a result of a student reporting something personal or as a result of a topic or passage in the course book sparking discussion (Thornbury, 1998).

Discussions typically have a clear goal, which sets them apart from conversations. Then, it is comparable to communication in that both require speaking, listening intently, and taking into account what others are saying. Many learners will be able to carry over their conversational skills into discussions. Through discussion, learners can bring their personal experiences and the outside world into the classroom, where they tackle various topics and subjects that concern every individual. This helps FL learners to develop their communicative abilities because it gives them practice in expressing ideas orally in an organized manner and enables them to come to conclusions, clarify or modify ideas, resolve differences, and find alternative solutions. (Littlewood, 1999).

Many learners feel very vulnerable during class discussions. (Harmer, 2001, p. 272) In this stream, Hammer (2001) proposes a method for achieving a successful oral discussion and preventing any speaking issues that learners may face. This method is called "buzz groups," which are based on the creation of small groups and allow learners to converse and engage simultaneously. Learners' tension levels will be lowered by using this "Buzz group" app before they are asked to perform orally in front of the entire class. (Harmer, 2001) provides examples to demonstrate the value of the referenced technique for a variety of topics,

1.2.6.2.Role Plays

According to Ur (1984), it is one of the most popular speaking exercises in the classroom and something to think about if a teacher wishes to change the types of spoken interactions that learners experience. By examining the ideas and emotions of characters in specific scenarios, role plays allow learners the chance to revisit their comprehension and viewpoint.

Ur (1984) defines role plays as:

" Role plays [...] is used to refer to 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 the language appropriate to this new context" (p. 131).

Thus, this unique speaking task is said to have a lot of benefits for learners in the classroom. It builds empathy by prompting learners to think about and explore the ideas, emotions and viewpoints of others. It also provides great opportunities to practice oral skills and interpretation - to use their foreign language skills to express their perceptions, emotions, and reactions.. In doing this task learners develop decision-making and problem-solving skills, getting experience in both individual thinking as well as group-based learning. Finally, the task allows the use of both time speaking and listening simultaneously, ideal for developing communicative competence.

1.2.6.3.Talking Circles

Since the development of speaking skills has long been regarded as one of the primary roles of the language classroom, storytelling based speaking activities certainly allow for learner autonomy in learning, and provide an opportunity to be engaged in a framework while practicing listening and speaking sessions. Take the activity of "Guess the Lie" as an example. In this activity, each learner offers up three short, personal stories, one of which is not true. The other learners in the group must guess which story it was based on justifications, and sometimes learners ask additional questions for justification (whether or not they received permission). A different variation of this might be the activity "Insert the Word". In this twist, each student would receive a card which has some unusual or unfamiliar word or expression, again kept secret. (Thornbury,1998).

While participating in the storytelling, the learner needed to use the secret information and was enabled to do so as naturally as possible. The use of these types of activities release

the need for spontaneity, practice vocabulary, and operate within a narrative structure. Further, learners might also be invited to tell jokes. While telling jokes may not seem to be like an effective communicative activity, repeated practices of telling jokes in EFL classrooms promotes accepted fluency in communicative practice for learners. Storytelling based activities (anecdotal, playful, or humorous) fulfill a fundamental role in an effective speaking task as Thornbury (1998) characterized those tasks as meaningful, memorable, and socially relevant speaking practice.

1.2.7. Teacher's Role in Teaching the Speaking Skills

Teaching is a profession that demands certain skills that can only be acquired through official teaching methods training. Teachers are better able to mold their kids thanks to this instruction. Throughout the teaching and learning process, teachers have significant duties. Harmer proposes a number of roles for educators such as controller, organizer and resource.

1.2.7.1. Controller

As noted by Harmer (1991, p.236), teachers, in a directive role, control the overall activities that affect learners' movement of thinking, for instance, what the learners say, what they do, and even what language they will use. In this case, the teacher is in charge, moving the learners' learning in a way that the instructional purpose can be achieved. However, with this role responsibility, the teacher is to plan, manage the classroom, and control the learning toward the effective and proper use of language, relying on them for specific, active, productive reflections on the language, whatever it may be. Everything that happened during the lesson - when they speak to each other, when they contribute, language focus type - is ultimately the fault of the teacher. While this may provide a structural and a chill sort of control during the lesson, it may also depend on how comfortable they are in allowing learners appropriate space in which to practice their language as freely as they are able.

1.2.7.2. Organizer

The teacher has an important role to fulfill in relation to being the organizer of the lesson where they control the degree of organization of learning activities and the management of the various aspects of classroom interaction. Harmer (1991) has captured the actor role by defining organizers as 'the teacher both gives instructions and set up a task so that it runs as smoothly as possible. They will try to ensure that the learners have understood, both the reason for the activity and what they are required to do.' The extent to which a lesson is

successful may depend on how organized the teacher is as the organizer of past and present classroom activities, where the teacher has allocated time to each stage of the lesson and has anticipated likely learning misunderstandings. The organizing role of the teacher also encompasses the teacher's organizing of movements between activities, and the organization of post-task feedback to assist with the consolidation of learning and error repair. In short, the teacher as organizer has to organize what learners are going to do, how they are going to do it, and what learners need to do, and it should be organization where the degree of control from start to finish is minimized. The organizer's role encompasses dual aspects of clarity, anticipation and classroom management, and all contribute positively for learners in establishing a productive and in many instances a supportive learning experience (Harmer, 1991).

1.2.7.3.Resource

The teacher is a great resource for information and support, always willing to help learners who need it and provide them with the language skills they need for their communicative assignments. The teacher should be available for learners to ask for assistance, but only in cases where it is absolutely necessary. Serving as a guide for learners, giving them knowledge and pointing them in the direction of resources like the internet. Avoid spoon-feeding learners, though, as this can make them unduly reliant on the instructor. Learners can acquire the ability to independently seek out knowledge and information by being encouraged to investigate resources on their own.

1.2.8.Learner's Role in Speaking Activities

Teachers and learners should collaborate in order to accomplish teaching and learning objectives. Because their needs must be satisfied, learners play a crucial role in the learning process. To satisfy their needs and accomplish their objectives, they have a say in everything that takes place in the classroom, from planning to assessment. They have the power to affect things like the media used, the teaching strategies selected, and the materials employed, all of which should be appropriate for the learners. All of the teacher's activities should involve the learners. (Ridell, 2007).

Palmer (cited in Tullis, & Goldstone, 2020), claims that learners hear lectures, information read aloud, and explanations. They deliver reports on a range of subjects, converse in small groups, and pose questions. Given that they are the ones learning, learners are therefore crucial in the classroom. They ought to actively engage in their own education, both alone and

in collaboration with others. In order for learners to voluntarily accept the lessons they are taught and participate in the assignments and projects that they are given, teachers must ensure that they are driven to study.

Learners contribute significantly to teaching and learning when they are actively involved. Participation in all class activities should be supported and encouraged by the instructor. Additionally, learners must exhibit the qualities of good learners as suggested by Riddell in the following: "What makes a good student ? Respect your teacher, be aware that you are not the only student in the class, be motivated to learn, listen, show consideration for other learners, be interested, interact with other learners and teachers, speak in class, pay attention, complete your homework, spend time outside of class using English, review what you have learned in class, understand why you are learning English, respect the nation's culture, and be focused, disciplined, and engaged in class. (Ridell, 2007).

1.2.9. Challenges Encountered by Learners in Listening and Speaking Sessions

It is not as easy to practice the FL's speaking abilities as it is to understand them. According to Echevarria et al, (2008), it is crucial for learning to distinguish between knowing how things should be done and having the ability to carry them out. According to Parrott (1993), teachers must provide a series of exercises to provide EFL learners the tools they need to take advantage of classroom chances and benefits and speak English correctly.

According to Ur (2000, p. 121), there are four primary issues with encouraging learners to use the foreign language in the classroom.

1.2.9.1. Inhibition

Littlewood (1999) contends that "a foreign language finds it too simple." (p. 93) to induce anxiety and inhibition in the classroom. These components represent timidity and a fear of making mistakes. Learners are afraid of making mistakes, particularly when speaking in front of an audience.

According to Ur (2000, p.111), learners frequently feel shy about attempting to communicate in a foreign language in class. Worried about making a mistake, afraid of being judged or looking foolish, or just bashful of the attention their speech brings. In this way, completing oral assignments causes a lot of learners to get tense and nervous.

1.2.9.2. Lack of Ideas or Language Resources

One frequent challenge for foreign language learners is that they cannot participate in speaking tasks because they have "nothing to say" maybe the learner feels that they have "nothing to say" because they do not know how to express themselves, maybe they don't have the vocabulary or the grammatical structures to express their ideas. Rivers (1968, p. 192), describes that silence occurs when the teacher selects irrelevant or boring topics or there aren't any stimulating topics for learners to express themselves about or the learners don't have enough knowledge of the subject to produce speech. There may be some compelling moments with learners when they have nothing to say in both their first language and their target language, and that could lead to the conclusion that topics need to be relevant, within reach, and stimulating for a speaking lesson.

1.2.9.3. Unequal Learner Participation

An additional important concern in speaking classes is unequal participation. This refers to the differences in talk time between learners and unequal amounts of participation in collaborative speaking tasks. In other words, you may have a few learners do most of the talking while others remain relatively silent. Rivers (1968) suggested that variation in personality is a significant factor in the amount of speaking learners may do. More extroverted learners may speak more than necessary, while introverted learners may stay quiet unless they are completely comfortable with what to say. This leaves many quiet learners without development of their speaking skills and reduces pathways to collaborative learning opportunities. For that reason, teachers need to employ strategies to promote equitable participation with a focus on an ethos for the process in a safe space for all learners to speak.

1.2.9.4. Mother Tongue Utilize

A common problem in EFL classrooms is learners overusing their mother tongue. Learners are often more comfortable talking in their native language and share the same native language with their peers. Their native tongue often impacts their activities in the classroom, where they truly miss opportunities to practice the foreign language. Baker and Westrup (2003, p. 12) indicate that when learners are transferring rules of culture and language from their mother tongue to the foreign language learning situation, barriers to learning may develop. Interference can inhibit fluency, and it takes place when learners use language cautiously and inappropriately. Therefore, developing learning habits for the learners

to use the target language and developing confidence in using the target language are very important for effective language learning.

1.2.10. The Role of Authentic Materials in Developing Speaking Proficiency

It is advantageous to expose EFL learners to real-world resources. Since they are a component of real learning, it is widely held that authentic resources like images, sounds, and videos increase learners' motivation and willingness to learn a foreign language. It is beneficial to include authentic materials in the teaching and learning process because it helps learners become more informed about the outside world. These resources aid in the learners' preparation and introduction to new words.

Bringing Learners' Attention to Global Events Learning a language is a process that involves a number of modifications throughout time, both in terms of the methods used and the selection of language resources. To keep kids informed about what is happening in the world and around them, authentic resources are essential. This link is demonstrated in Sanderson's quotation, where he claims that daily changes and education must be connected. Therefore, there shouldn't be any separation between those two components. Consequently,

There is broad agreement among scholars regarding the necessity of connecting classroom instruction with real-world experiences. Authentic materials are used to meet this relationship.

Getting lessons ready Teachers are aware that different and varied linguistic resources are required while planning lessons. The variety of language resources creates a lively and inspiring learning environment that keeps learners from getting bored. where learners can take pleasure in learning scenarios that are modeled after real-world scenarios.

According to Tamo (2009), "if the task is different, the same piece of material can be used under different circumstances". (p.76). Tamo highlights in this quotation that teachers are free to select similar materials as long as they meet various learning goals and their learners' requirements.

The usage of real materials are linked with imparting new vocabulary to EFL learners. Their reservoir will be enriched as a result. According to Berardo (2006), authentic resources ought to be the kind that learners will require and desire to read whether they travel, study overseas, or use the language in other settings outside of the classroom. Content is prioritized

over form in authentic materials. They give learners the resources and abilities they need to communicate in the target language.

Encouraging EFL Learners' Motivation Authentic materials are thought to be a driving force behind EFL learners' motivation. As pedagogical tools, they are useful guides to increase the learners' willingness to learn the language. Real materials are preferred because they give learners the sense that they are participating in authentic situations that are part of or close to the target language culture. "Teachers should think about incorporating materials that suit learners' interests and needs; in fact, real language materials give teachers and learners topics of interest".(Tamo,2009.62). However, while the motivational benefits of authentic materials have been widely acknowledged, little research has focused on how such materials specifically contribute to the development of speaking fluency among middle school learners in Algerian EFL classrooms. This study addresses that gap by examining whether the integration of authentic materials in listening and speaking sessions can effectively enhance learners' speaking fluency, while also supporting their engagement and motivation.

Conclusion

This chapter has highlighted the importance of integrating authentic materials into EFL classrooms to enhance learners' speaking skills. We began by exploring the nature and types of authentic materials, along with their benefits, limitations, and selection criteria. It was shown that when used thoughtfully, such materials offer learners meaningful exposure to real-world language and cultural contexts.

The chapter also examined the components of speaking as a complex and interactive skill, emphasizing its features, stages of instruction, and the common difficulties learners face. Finally, the link between authentic input and improved oral performance was established, illustrating how real-life materials can support fluency, accuracy, and learner motivation. This foundation sets the stage for the next chapter, which presents the methodology used to investigate the practical impact of authentic materials on speaking proficiency.

Chapter Two

Research Methodology

Introduction

This chapter outlines the methodological framework adopted to investigate the impact of authentic materials on EFL learners' speaking proficiency. It provides a detailed account of the research design, participants, data collection instruments, and analytical procedures used in the study. Special attention is given to the rationale behind selecting a mixed-method approach, as well as the research paradigm and sampling techniques that guided the empirical investigation.

The chapter also discusses the tools employed to assess learners' engagement in speaking and listening sessions and to gather teacher insights, ensuring a comprehensive and reliable examination of the research questions. By clearly presenting each step of the research process, this chapter establishes the methodological rigor necessary to support the validity and trustworthiness of the study's findings.

2.1. Research Approach

The present study uses a quasi-experimental, mixed-methods research design to examine the impact of authentic materials in EFL learners' speaking and listening skills. The quasi-experimental design was selected because the context was a natural classroom and it was not possible to randomly assign participants to groups. Quasi-experimental designs are widely used in educational research when randomization is not feasible, as they still allow for meaningful comparisons between groups (Creswell, 2012). This design facilitates the comparison between an experimental group that is exposed to authentic materials in the lessons and a control group receiving typical language skills instruction for their EFL curriculum. A mixed-methods structure was used to gain depth and thickness in the data; Mixed-methods research combines the strengths of both quantitative and qualitative approaches, enabling a more comprehensive understanding of complex educational phenomena (Johnson & Onwuegbuzie, 2004). by incorporating quantitative data of changes in learners' progress with pre-tests and post-tests and qualitative data from teacher interviews. The mixed-methods combination will allow not only a statistical measure of the learners' progress in authentic materials, but will provide context to teacher perspectives for understanding the data to inform their teaching practice and account for how effective authentic materials are in language learning.

2.2. Research Paradigm

The pragmatic research paradigm is primarily concerned with using methods and methods that make the most sense in addressing the research problem or questions that are posed by the researcher, focusing on practical solutions and results, rather than being confined by an overarching philosophical tradition (Creswell & Plano Clark, 2018). Additionally, pragmatism was identified by Johnson et al (2007, p.113) as the main philosophy of mixed research. Therefore, rather than rigidly following one philosophical tradition, the pragmatic paradigm promotes the use of different methods and data sources to best address difficult research problems, concentrating on the practical implications and usefulness of findings.

This study adopts a pragmatic research paradigm, which aligns with the mixed-method approach used to investigate the role of authentic materials in enhancing EFL learners' speaking fluency. Pragmatism emphasizes practical outcomes and allows the use of qualitative and quantitative methodology to investigate complicated education questions. This research paradigm does not compel the researcher to commit to a single epistemological position, and allows for methodological pluralism in an emphasis on what works best in addressing the research questions. The stance of pragmatism in this context permits the integration of both quantitative data (collected from tests, questionnaires, etc.) and qualitative data (collected from observations, oral interviews etc.) to examine the effect of authentic materials on speaking proficiency.

2.3. Research Design

This study adopts a quasi-experimental design aimed at exploring the effectiveness of authentic materials in enhancing learners' speaking fluency. This design was chosen because it enables the comparison between two existing groups one receiving a specific pedagogical intervention and the other continuing with regular instruction without disrupting the natural classroom environment.

The research was conducted over a period of three months at Baatouche Brothers Middle School. A total of 20 third-year learners were randomly selected from a larger population of 152 learners at the school. These participants were volunteers. These learners were then equally and randomly divided into two groups: an experimental group and a control group, each consisting of ten learners. Both groups were taught the same communicative themes, carefully chosen for their relevance to the learners' level and daily lives. The two main themes addressed during the three months period were Daily Life and Routines and

Food, Eating Out, and Making Choices. These themes served as the foundation for speaking tasks in both groups.

The difference between the two groups lies in the mode of instruction. The experimental group was exposed to a range of authentic materials, such as short video clips, infographics, restaurant menus, real-life advertisements, and visual prompts. These materials were integrated into classroom activities like role-plays, discussions, pair work, and picture-based storytelling. The focus was on encouraging spontaneous speech and improving fluency in real-life communicative contexts. On the other hand, the control group received instruction through traditional methods, using the national textbook and teacher-prepared materials. Instruction relied on scripted dialogues, vocabulary drills, grammar exercises, and reading comprehension tasks. Although the themes were the same, the control group did not interact with any authentic or real-world materials.

To measure the impact of the treatment, a pre-test was administered to both groups before the start of the instructional period. The test consisted of structured oral tasks and was evaluated using a standardized speaking rubric that assessed four main criteria: fluency (the learners' ability to speak smoothly and continuously with minimal hesitation), vocabulary, grammatical accuracy, and pronunciation. The speaking test was teacher-developed and designed specifically for this study, based on CEFR (the Common European Framework of Reference for languages) speaking descriptors and existing speaking rubrics to ensure both content validity and reliability. After the three months of instruction, a post-test identical in structure content, and scoring criteria to the pre-test was conducted to assess progress and determine the effect of using authentic materials.

To complement the quantitative data, the study also incorporated a qualitative component in the form of semi-structured interviews with three English teachers from the same school. These interviews were designed to gather professional insights into the use of authentic materials, including their perceived advantages, implementation challenges, and observed impact on learners' speaking performance. By combining both experimental testing and teacher feedback, this design offers a comprehensive approach to evaluating the role of authentic materials in developing speaking fluency among middle school learners.

2.4. Research Settings

The study was conducted at Baatouche Brothers Middle School. Data was gathered during the 2024–2025 academic year, and the sessions were conducted in a natural classroom environment in order to retain the realness of the learning experience. The experimental and control group was taught in their normal classrooms, therefore the learning environment, time for the lesson, and physical setting were consistent for all groups. This also provided a valid situation to explore the effect of authentic materials on learners' development of listening and speaking skills.

2.5. Research Question and Hypotheses

2.5.1. Research Questions

The study raises three main questions :

1. How do learners perceive the use of authentic materials in improving their speaking skills?
2. To what extent do authentic materials influence the speaking fluency of third-year middle school learners?
3. What are the challenges faced by teachers when integrating authentic materials into listening and speaking sessions?

2.5.2. Research Hypotheses

- Alternative Hypothesis (H_1):

There is a statistically significant improvement in the speaking fluency of third-year middle school learners who are exposed to authentic materials compared to those who receive traditional textbook-based instruction.

- Null Hypothesis (H_0):

There is no statistically significant difference in the speaking fluency of third-year middle school learners who are exposed to authentic materials compared to those who receive traditional textbook-based instruction.

2.6. Sample and Sampling Procedures

2.6.1. Population and Sample

The population of this study consists of 152 third-year learners enrolled at Baatouche Brothers Middle School during the academic year 2024–2025. From this population, 20 volunteer learners were selected using random sampling to take part in the experimental study. These learners were then equally and randomly divided into two groups, an experimental group composed of 10 learners, and a control group also composed of 10 learners.

In addition to the learner participants, the study also involved a qualitative component through teacher interviews. To this end, three English teachers from Baatouche Brothers Middle School were randomly selected to participate in semi-structured interviews. These teachers provided valuable insights into the use of authentic materials in listening and speaking sessions, their perceived advantages and limitations, and their influence on learners' oral communication skills.

This mixed sample comprising both learners and teachers was essential to ensure a comprehensive and balanced perspective in evaluating the effectiveness of authentic materials in developing speaking fluency among middle school learners.

2.6.2.Sampling Procedure

This study employed random sampling to ensure objectivity and minimize selection bias. The population consisted of 152 third-year learners enrolled at Baatouche Brothers Middle School during the academic year 2024–2025. From this population, a random sample of 20 learners was selected to participate in the experimental phase of the study. All participants were of approximately the same age (14–15 years old) and shared the same educational level, following the national third-year middle school English curriculum. These learners were then equally and randomly divided into two groups: an experimental group of 10 learners and a control group of 10 learners.

In addition to learner participants, the study included a qualitative component involving teacher perspectives. For this purpose, three English teachers from the same institution were randomly selected to take part in semi-structured interviews. Their insights contributed to a deeper understanding of the implementation of authentic materials in oral language instruction, as well as their perceived benefits and challenges in enhancing learners' speaking proficiency.

2.7.Data Collection Procedures

The data for this study were collected through both quantitative and qualitative instruments to ensure a comprehensive understanding of the research problem. The quantitative data were obtained via a pre-test and post-test, administered to both the experimental and control groups to measure changes in learners' speaking performance before and after the intervention. These tests assessed specific speaking criteria, including fluency, accuracy, vocabulary use, and interaction.

For the qualitative component, semi-structured interviews were conducted with three English teachers to gather their perceptions regarding the use of authentic materials in teaching speaking skills. The interviews were audio-recorded with the participants' consent and later transcribed for thematic analysis. This combination of data collection methods allowed for a richer interpretation of the findings by triangulating numerical results with professional insights

2.8. Research Method and Data Collection

The combination of quantitative and qualitative instruments provided a comprehensive understanding of the research problem. The speaking assessment rubric allowed for objective measurement of learners' oral performance before and after the intervention, while the teacher interviews offered valuable insights into classroom realities and pedagogical perspectives. Together, these tools ensured both the validity and reliability of the study's findings, supporting a deeper interpretation of how authentic materials influence speaking fluency in EFL contexts.

2.8.1. Description of the Speaking Assessment Rubric

To evaluate learners' oral performance in both the pre-test and post-test, a speaking assessment rubric was developed. This rubric provided a standardized and objective framework for measuring learners' speaking proficiency, focusing specifically on elements related to fluency, coherence, and communicative accuracy. It allowed for consistency in evaluation across all test participants and supported the comparison of pre- and post-test results.

The selection of this rubric was based on key principles from the Communicative Language Teaching (CLT) approach and the Common European Framework of Reference for Languages (CEFR), both of which emphasize communicative competence and real-life language use. The four chosen criteria—fluency, vocabulary, grammatical accuracy, and pronunciation—are commonly used in speaking rubrics across communicative and task-based frameworks. These components were selected because they are important indicators of oral proficiency and are appropriate for middle school learners at an A2–B1 level of English, which matches the general language level of third-year Algerian EFL learners.

The rubric included four key criteria, each scored on a 5-point scale, resulting in a total score of 20 points per learner. The criteria are described as follows:

1. Fluency This criterion evaluated the learner's ability to speak smoothly and continuously without frequent hesitation, long pauses, or repetition.

2. Vocabulary This component assessed the range and appropriateness of vocabulary used. It considered the learner's ability to select words that matched the context of the topic and their use of expressions beyond basic or repetitive language.

3. Grammatical Accuracy This criterion focused on the correctness and appropriateness of grammar structures. A higher score indicated effective use of tenses, sentence structure, and subject-verb agreement, with minimal errors that did not hinder understanding.

4. Pronunciation This final category examined the clarity, intelligibility, and natural rhythm of the learner's spoken English. It included aspects such as word stress, intonation, and articulation. A higher score represented more accurate and understandable pronunciation.

Each criterion was rated from 1 (very limited performance) to 5 (excellent performance). This rubric was used consistently for both the pre-test and post-test, ensuring a reliable assessment of progress and enabling fair comparison between the control and experimental groups.

2.8.2. Description of Pre-Test

The pre-test was designed to assess the initial level of learners' speaking fluency before the instructional intervention. It was administered to both the experimental and control groups under similar conditions to ensure consistency and objectivity. The test format was oral and conducted individually to accurately measure each learner's speaking abilities in a low-stress, communicative setting.

The pre-test consisted of three main parts. The first part was a short warm-up in which learners answered two or three simple personal questions, such as "What's your name?", "What do you like to do in your free time?", or "Can you tell me about your school?". This phase helped reduce anxiety and prepare learners for the speaking tasks.

The second part was a guided speaking task, where learners were asked to describe a familiar situation, such as their favorite holiday or celebration. Prompts were provided to help learners structure their ideas (e.g., "What is the holiday?", "What do you do?", "Why do you like it?"). This part focused on assessing vocabulary use, fluency, and coherence.

The third and final part was a picture-based description task. Each learner was shown a picture depicting a simple, familiar scene (e.g., children at a park, a family having a meal) and asked to describe what they saw and to tell a short story based on the image. This section was intended to evaluate spontaneous language use, storytelling ability, and pronunciation.

Learner performance was assessed using a speaking rubric scored out of 20, which evaluated four criteria: fluency, vocabulary, grammatical accuracy, and pronunciation, each scored on a 5-point scale.

2.8.3. Description of Post-Test

The post-test was administered to both groups at the end of the five-week instructional period. Its purpose was to evaluate any improvement in learners' speaking fluency as a result of the teaching intervention, particularly the use of authentic materials in the experimental group. The test structure and administration procedures were carefully aligned with those of the pre-test to ensure reliability and fairness.

Like the pre-test, the post-test included three parts. The first part consisted of warm-up questions to ease the learners into the speaking activity. Although this section served the same function as in the pre-test, the questions were slightly modified to avoid repetition, including prompts such as "What was the best part of your day today?" or "What subject do you enjoy most at school?"

The second part involved a guided speaking task where learners were asked to talk about a personal or imaginary weekend experience. Prompts included questions such as "Where did you go?", "What did you do?", and "Why was it fun or special?". This task aimed to evaluate the learner's ability to speak fluently about past experiences and use descriptive vocabulary.

The third part was a picture description task, similar in structure to the one used in the pre-test but featuring a different image. The learners were asked to describe what they saw in the picture and invent a brief story about what might happen next. This part tested their ability to generate language spontaneously and structure a narrative.

Scoring was conducted using the same rubric as the pre-test, with a total of 20 points available across the four criteria. This consistent format and assessment procedure in the post-test allowed for accurate comparison between pre- and post-test results, thus providing valid data for analyzing the effect of the treatment on learners' speaking fluency.

2.8.4. Description of Teachers' Interview

To complement the quantitative data gathered from the pre-test and post-test, a semi-structured interview was developed and administered to three English language teachers at Baatouche Brothers Middle School. This qualitative tool aimed to explore teachers' perspectives on the use of authentic materials in EFL listening and speaking sessions classes. The interview was divided into four key sections, each serving a specific purpose in relation to the study's objectives.

The first section, Background Information, was designed to provide context regarding each teacher's professional experience and familiarity with the use of authentic materials. Teachers were asked to indicate their years of experience teaching English at the middle school level and whether they were familiar with the concept of authentic materials. They were also asked whether they currently use authentic materials in their listening and speaking sessions and to provide examples of the types of materials they have used or would consider using. This section aimed to identify whether the teacher's exposure to or use of authentic materials is influenced by their level of teaching experience or professional development.

The second section, Perceived Advantages, focused on eliciting teachers' beliefs and observations about the benefits of integrating authentic materials into their teaching practices. Teachers were invited to share their opinions on how such materials contribute to learners' speaking fluency, vocabulary development, and overall communicative competence. Additionally, this section explored the motivational impact of authentic materials, particularly in terms of learner engagement and participation. The purpose of this section was to collect reflective and experience-based insights that support or challenge the effectiveness of authentic materials observed during the experimental phase of the study.

The third section, Perceived Challenges or Disadvantages, was intended to uncover potential obstacles that may hinder the integration of authentic materials into classroom practice. Teachers were asked to describe any difficulties they have encountered, such as learner comprehension issues, lack of appropriate resources, or classroom management concerns. This section also addressed broader constraints, including time limitations, rigid curriculum guidelines, or insufficient institutional support. Understanding these challenges provides a more realistic view of the feasibility of using authentic materials in Algerian middle schools.

The final section, Recommendations and Reflections, allowed teachers to share advice and suggestions for fellow educators who are interested in incorporating authentic materials into their listening and speaking sessions. This section aimed to gather practical strategies, pedagogical recommendations, and reflective observations that could inform future classroom practices and curriculum design. It also helped to identify areas where further teacher training or resource development may be needed.

To make sense of the interview data, thematic analysis was used to identify common patterns and key insights. The teachers' responses were transcribed and reviewed multiple times to ensure a thorough understanding. Recurring ideas, expressions, and significant points were coded and then organized into broader themes that aligned with the study's research questions—namely, the perceived benefits of using authentic materials, the challenges faced during implementation, and the teachers' pedagogical recommendations. This method enabled the extraction of meaningful insights from the qualitative data, which were later compared with the quantitative findings to build a more complete understanding of the impact of authentic materials on learners' speaking fluency.

In summary, this interview served as a valuable tool for capturing teacher voices and practical insights that complement the quantitative findings of the study. The responses provided by the participants offered a deeper understanding of both the pedagogical value and the implementation challenges of using authentic materials in EFL listening and speaking sessions at the middle school level.

2.9. Ethical Considerations

Ethical principles were carefully observed throughout the study to ensure the protection and dignity of all participants. Prior to data collection, informed consent was obtained from both learners and their parents or legal guardians. Participants were clearly informed about the purpose of the research, their right to withdraw at any time, and the confidentiality of their responses. The identities of all learner and teacher participants were kept anonymous, and the collected data were used strictly for research purposes. Furthermore, the interviews with teachers were conducted with their full voluntary agreement, and permission was granted to record and transcribe the conversations. The study complied with the ethical standards applicable to educational research involving minors.

In designing the experiment, both the control and experimental groups participated in a three months instructional period. The experimental group received lessons that

incorporated authentic materials such as video clips, audio recordings, and real-world texts closely related to their curriculum. These materials were used to create interactive and communicative tasks, including role-plays, picture descriptions, and guided conversations—each aimed at promoting learners’ speaking fluency. In contrast, the control group followed the standard textbook-based instruction commonly used in Algerian EFL classrooms.

To ensure the reliability and validity of the speaking assessment applied in the pre- and post-tests, a structured rubric was developed using established communicative language assessment criteria. Before the formal testing phase, the rubric was piloted with a small group of learners who shared similar language levels with the study participants. The same rubric was used consistently throughout the study, and scoring was carefully checked to reduce any potential bias. It assessed four key aspects of speaking performance: fluency, vocabulary, grammatical accuracy, and pronunciation. These components align with the A2–B1 proficiency descriptors of the CEFR, which reflect the learners’ expected language abilities at this stage.

Regarding the qualitative data from teacher interviews, several measures were taken to ensure trustworthiness. Credibility was supported by thorough transcription and thematic analysis of responses, with findings cross-checked against the quantitative data to enhance reliability. Rich contextual details—such as school environment, teacher experience, and instructional practices—were provided to support transferability. Dependability was maintained through consistent use of interview procedures, while confirmability was ensured by minimizing researcher interpretation bias during data analysis.

To limit the influence of extraneous variables, both groups were taught by the same teacher under similar classroom conditions, with equal instructional time. Learner characteristics such as gender balance, proficiency level, and classroom participation were also taken into account when forming the groups. No additional tutoring or interventions were introduced during the study period. These efforts contributed to maintaining experimental control and increasing the internal validity of the research.

2.10. Limitations and Delimitations

This study, while insightful, is not without limitations and delimitations. Firstly, the small sample size comprising only two groups of ten learners and three interviewed teachers limits the generalizability of the findings to the broader population of Algerian middle school EFL learners and instructors. Secondly, the short duration of the intervention (three months) may not have been sufficient to observe long-term improvements in speaking skills or

sustained learner motivation. The research focused primarily on speaking proficiency, without assessing other important language skills such as listening comprehension, pronunciation, or interactional competence, thus narrowing the scope of the analysis.

Conclusion

This chapter outlined the main methodological steps followed in conducting the study. It described the research design, sampling, data collection tools, and ethical considerations. These elements provided a clear framework for investigating the role of authentic materials in EFL speaking and listening sessions. The next chapter presents the analysis and interpretation of the data collected.

Chapter Three

Data Analysis and Interpretation

Introduction

The chapter offers an analysis and interpretation of the data collected throughout this study. The analysis is intended to explore the effect of authentic materials on EFL learners' performance in speaking and listening classes. The quantitative data using pre-tests and post-tests, and the qualitative data using teacher interviews was examined and discussed as per the research questions.

3.1.Data Analysis

The data analysis aimed to evaluate the impact of authentic materials on learners' speaking performance by comparing pre-test and post-test results for both control and experimental groups. Quantitative scores were used to identify patterns of improvement, while qualitative data from teacher interviews helped contextualize the findings. This dual approach allowed for a more nuanced understanding of how real-world content influences learners' listening and speaking sessions skill.

3.1.1.Analysis of Pre-Test

3.1.1.1.Results of the Control Group

Table 1 *The Frequency of the Control Group's Scores on the Pre-Test*

Scores	Frequency	Percentage
08	1	10%
11	1	10%
12	1	10%
13	2	20%
14	2	20%
15	1	10%
16	1	10%
17	1	10%
Total	10	100%

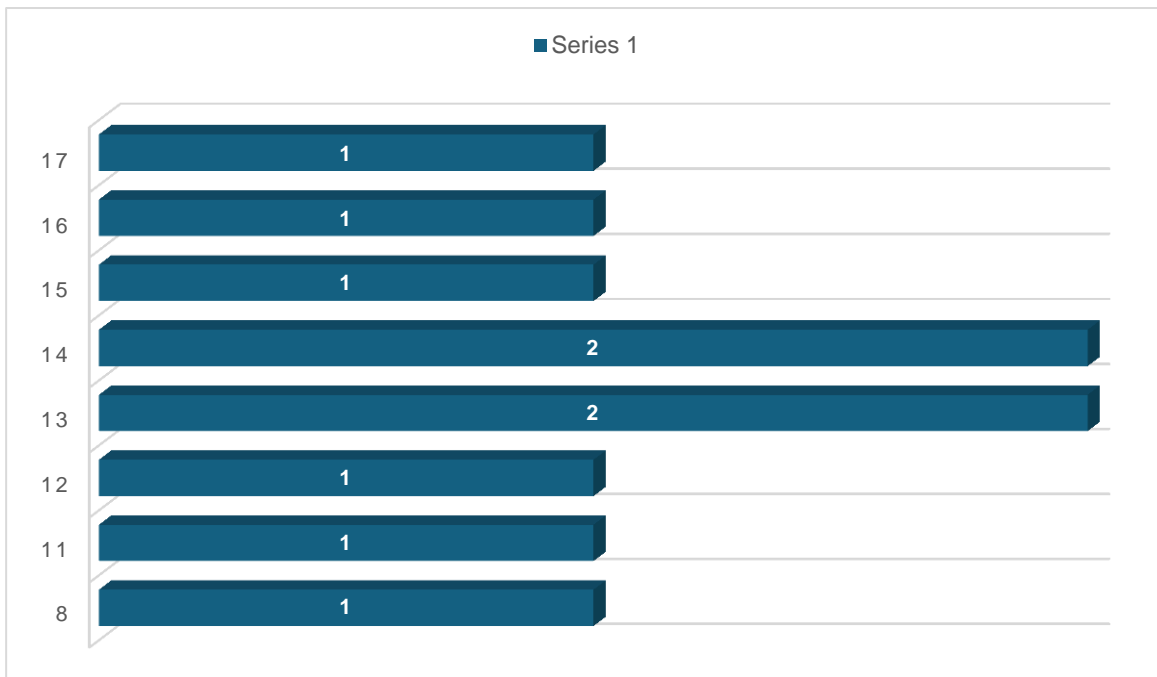


Figure 1 *The Frequency of the Control Group's Scores on the Pre-Test*

The table and figure present the frequency distribution of the scores obtained by the control group in the pre-test. The results show a moderate variation in performance, with scores ranging from 08 to 17 out of 20. The majority of the learners scored between 13 and 14, each of these scores being recorded by two learners (20%), which suggests that these scores represent the most common performance level in this group.

Lower scores, such as 08, 11, and 12, were each obtained by one learner (10% respectively), indicating the presence of weaker performance among some learners. Similarly, scores on the higher end, such as 15, 16, and 17, were also recorded by individual learners, each representing 10% of the group. These results reflect some variation in oral fluency, with a few learners showing relatively strong abilities and others demonstrating limited speaking skills.

Overall, the control group displayed a concentration of scores in the mid-range, with no extremely high or extremely low outliers. This distribution suggests that the majority of learners had a basic to moderately developed level of speaking fluency prior to the experiment. The variation in scores also reflects differing levels of individual oral competence within the group.

3.1.1.2. Mean Score of the Control Group

The Mean of Control Group Pre-Test

$$M_y = \sum Y / N$$

M_y : Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N : The number of learners

- **The Total Score ($\sum Y$):**

We calculate the total score by multiplying each score by its frequency:

$$\sum Y = (8 \times 1) + (11 \times 1) + (12 \times 1) + (13 \times 2) + (14 \times 2) + (15 \times 1) + (16 \times 1) + (17 \times 1)$$

$$\sum Y = 8 + 11 + 12 + 26 + 28 + 15 + 16 + 17 = 133$$

The Total Number of Learners (N):

$$N = 1 + 1 + 1 + 2 + 2 + 1 + 1 + 1 = 10$$

- **The Mean Score (M_y):**

$$M_y = \sum Y / N = 133 / 10 = 13,3$$

The calculation of the mean score provides a general overview of the speaking performance level of the control group prior to the treatment. Based on the frequency distribution of the scores, the total cumulative score obtained by the ten learners was **13.3** as determined by multiplying each score by the number of learners who achieved it.

The mean score of the control group in the pre-test was found to be 13.3 out of 20. This result indicates a moderate level of oral proficiency among the control group learners. It reflects that while some learners performed below average, a larger portion scored in the mid-range, suggesting the presence of foundational speaking skills but also room for improvement.

3.1.1.3.Results of Experimental Group

Table 2 *The Frequency of the Experimental Group's Scores on the Pre-Test*

Scores	Frequency	Percentage
08	1	10%
11	2	20%
12	0	0%
13	2	20%
14	1	10%
15	2	20%
16	1	10%
17	1	10%
Total	10	100%

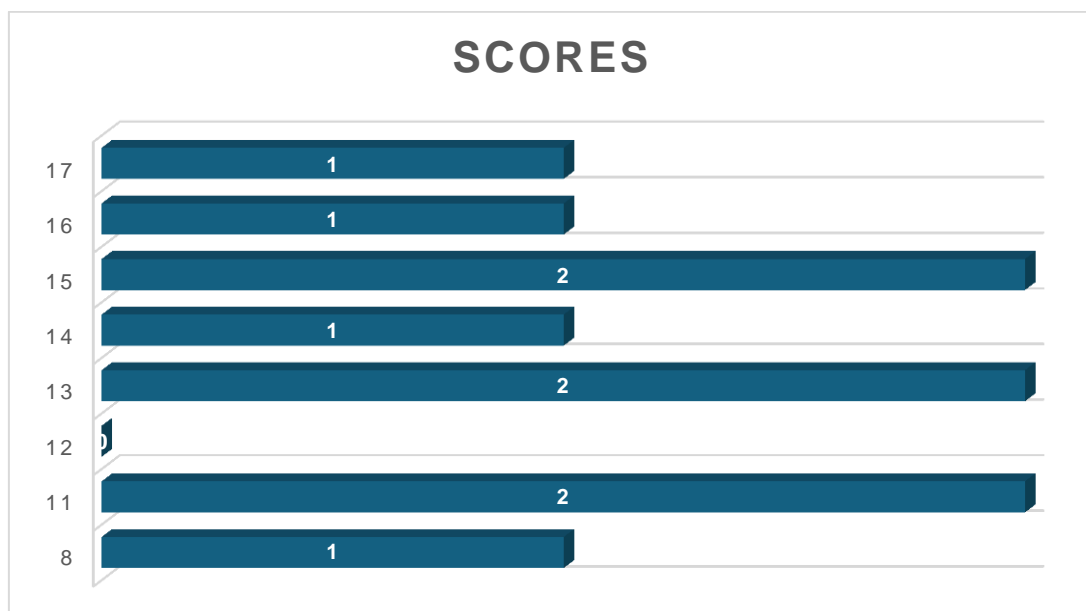


Figure 2 *The Frequency of the Experimental Group's Scores on the Pre-Test*

Table and figure display the frequency distribution of the scores obtained by the experimental group in the pre-test. The data shows that the scores range between 08 and 17,

reflecting a moderate spread of performance levels among the learners prior to the instructional intervention.

The most frequently observed scores are 11, 13, and 15, each recorded by 2 learners, representing 20% of the total sample. This indicates that a considerable portion of the group performed at an intermediate level. Lower performance is seen in the score of 08, obtained by 1 learner (10%), suggesting minimal fluency or difficulty in listening and speaking sessions for that particular learner.

On the other end, higher scores such as 16 and 17 were also achieved by 1 learner each, indicating the presence of a few more confident speakers within the group. Notably, no learner scored 12, which creates a slight gap in the lower-mid range of the score spectrum.

Overall, the distribution of scores reveals a relatively balanced group, with most learners clustered between 11 and 15. There are no extreme outliers, and the data suggests a reasonable degree of homogeneity in speaking ability prior to treatment. This consistency is important for establishing a fair basis for comparison with the control group and for evaluating progress in the post-test.

3.1.1.4. Mean Score of the Experimental Group

$$My = \sum Y / N$$

My: Mean score of the control group

$\sum Y$: The sum of the scores in the control group

N: The number of learners

- **The Total Score ($\sum Y$):**

We calculate the total score by multiplying each score by its frequency:

$$\sum Y = (8 \times 1) + (11 \times 2) + (12 \times 0) + (13 \times 2) + (14 \times 1) + (15 \times 2) + (16 \times 1) + (17 \times 1)$$

$$\sum Y = 8 + 22 + 0 + 26 + 14 + 30 + 16 + 17 = 133$$

The Total Number of Learners (N):

$$N = 1 + 1 + 1 + 2 + 2 + 1 + 1 + 1 = 10$$

- **The Mean Score (My):**

$$My = \sum Y/N = 133/10 = 13,3$$

To assess the overall speaking performance of the experimental group prior to the treatment, the mean score was calculated. Based on the frequency distribution of scores, the total score was calculated by multiplying each score by the number of learners who achieved it.

This mean score of 13.3 out of 20 indicates a moderate level of speaking fluency among the learners before the experimental instruction. The result suggests that, prior to the introduction of authentic materials, learners in the experimental group demonstrated balanced speaking skills, with no extreme variations in performance. This makes the group suitable for evaluating the effect of the intervention and increases the reliability of the study's outcome.

3.1.2. Analysis of Post-Test

3.1.2.1. Results of the Control Group

Table 3 *The Frequency of the Control Group's Scores on the Post-Test*

Scores	Frequency	Percentage
10	1	10%
11	0	10%
12	1	10%
13	1	10%
14	3	20%
15	2	20%
16	1	10%
17	1	10%
Total	10	100%

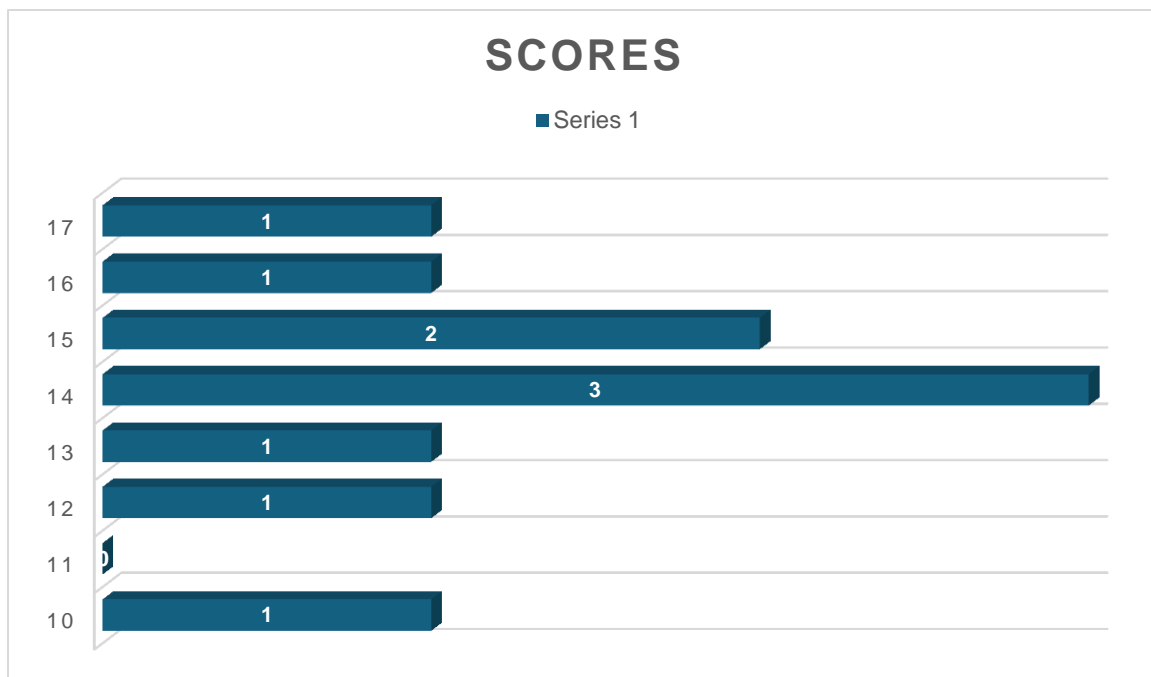


Figure 3 *The Frequency of the Control Group’s Scores on the Post-Test*

Table 3 presents the frequency distribution of the control group’s scores in the post-test. A total of 10 learners from the control group participated in the test. The scores ranged from 10 to 17, indicating a moderate spread in learners’ speaking performance after three months of traditional instruction. The most frequently occurring scores were 14 and 15, obtained by three and two learners respectively, each representing 20% of the sample. This clustering in the mid-range suggests a slight improvement for some learners compared to the pre-test.

Lower scores such as 10, 12, and 13 were each obtained by one learner (10% each), indicating that a portion of the group continued to demonstrate limited development in speaking fluency. Higher scores such as 16 and 17 were also recorded by individual learners (10% each), showing that a few learners achieved more advanced levels of performance, although this was not representative of the group as a whole.

Notably, the distribution shows no learners scoring below 10, and no learners at the upper extreme (18–20), reinforcing the interpretation that the group remained in a mid-proficiency range. The absence of score 11, which appeared in the pre-test, and the increased frequency of scores around 14 and 15, may indicate modest progress within the group, possibly due to cumulative exposure to classroom instruction.

3.1.2.2. Mean Score and Standard Deviation of the Control Group

To determine the overall speaking performance of the control group after three months of traditional instruction, both the **mean** and **standard deviation** were calculated

$$\text{Mean} = \frac{\sum X_i}{N}$$

Sum of scores:

$$10+12+13+14+14+14+15+15+16+17= 140$$

Number of learners (N):

$$N=10$$

$$\text{Mean} = (140/10) = 14$$

Standard Deviation

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

d2 = the deviation of the score from the mean (average), squared

Σ= the sum of squared deviations

N = the number of case

Score (X)	X-14	(X-14) ²
10	-4	16
12	-2	4
13	-1	1
14	0	0
14	0	0
14	0	0
15	+1	1
15	+1	1
16	+2	4
17	+3	9

$$SD = \sqrt{\frac{\sum (16+4+1+0+0+0+1+1+4+9)}{10-1}}$$

$$SD = \sqrt{\frac{36}{9}} = 2$$

Standard Deviation (SD) = 2

To determine the overall speaking performance of the control group after three months of traditional instruction, the mean score was calculated. The mean score of the control group in the post-test is 14.0 out of 20, which reflects a slight improvement compared to the pre-test mean of 13.3. This increase of 0.7 points suggests a limited development in learners' speaking fluency over the course of the study. The progress observed may be attributed to regular classroom exposure and continuous language use; however, the relatively modest gain also highlights the limitations of traditional instruction in significantly enhancing oral communication skills.

The standard deviation of 2 reveals that the scores of the control group varied moderately around the mean of 14. This spread indicates that learner performance was not highly consistent, and some individuals either underperformed or overperformed relative to the group average. It also suggests that the post-test may not have been equally accessible to all learners, which may reflect differences in fluency development or learning pace within the traditional instruction model

This result will be further contextualized and interpreted when compared to the post-test performance of the experimental group, who received instruction based on authentic materials.

3.1.2.3. Results of Experimental Group

Table 4 *The Frequency of the Experimental Group's Scores on the Post-Test*

Scores	Frequency	Percentage
08	0	0%
11	0	0%
12	1	10%
13	1	10%
14	1	10%
15	2	20%
16	3	30%
17	1	10%
18	1	10%

Total	10	100%
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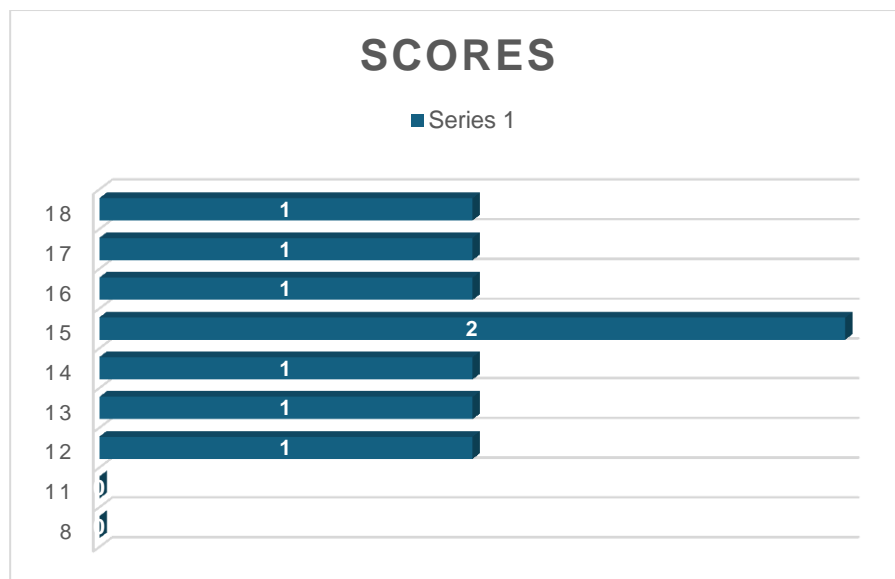


Figure 4 *The Frequency of the Experimental Group’s Scores on the Pre-Test*

Table and figure display the frequency distribution of the experimental group’s scores in the post-test following the three months instructional treatment using authentic materials. The scores ranged from 12 to 18, indicating a shift toward higher performance levels compared to the pre-test, where scores ranged as low as 8.

Notably, the lowest scores such as 08 and 11, which were recorded in the pre-test, are absent in the post-test. This suggests a significant improvement among the weaker learners, indicating that no participant remained at a very low level of speaking performance. The most frequent score was 16, achieved by three learners (30%), which reflects a strong concentration of learners reaching upper-intermediate levels of fluency.

Additionally, 15 was recorded by two learners (20%), and scores of 17 and 18 were each achieved by one learner (10% each), further confirming that several learners attained a relatively advanced level of spoken English. Scores such as 12, 13, and 14 were only recorded once each (10%), while no learner scored below 12.

This distribution clearly reflects the positive impact of authentic materials on learners’ speaking development. The majority of scores are clustered between 15 and 18, with no scores in the low or failing range, which stands in contrast to the pre-test results. The upward shift in performance demonstrates increased fluency, lexical variety, and confidence in listening and speaking sessions among learners who were exposed to meaningful, real-world language input.

Overall, these results indicate not only individual improvement but also a general trend toward higher achievement, reinforcing the hypothesis that authentic materials are effective in enhancing speaking fluency in middle school EFL learners.

3.1.2.4. Mean and Standard Deviation of the Experimental Group's Post-Test

$$\text{Mean} = \frac{\sum X_i}{N}$$

Sum of scores:

$$12+13+14+15+15+16+16+16+17+18= 152$$

Number of learners (N):

$$N=10$$

$$\text{Mean} = \frac{\sum X_i}{N} = \frac{(152/10)}{10} = 15.2$$

Standard Deviation

$$SD = \sqrt{\frac{\sum d^2}{N-1}}$$

d2 = the deviation of the score from the mean (average), squared

Σ= the sum of squared deviations

N = the number of case

Score (X)	X-15.2	(X-15.2) ²
12	-3.2	10.24
13	-2.2	4.84
14	-1.2	1.44
15	-0.2	0.04
15	-0.2	0.04
16	+0.8	0.64
16	+0.8	0.64
16	+0.8	0.64
17	+1.8	3.24
18	+2.8	7.84

$$SD = \sqrt{\frac{\sum (10.24+4.84+1.44+0.04+0.04+0.64+0.64+0.64+3.24+7.84)}{10-1}}$$

$$SD = \sqrt{\frac{29.6}{9}} = \sqrt{3.29} = 1.81$$

To evaluate the speaking performance of the experimental group after the implementation of authentic materials, the mean score was calculated. The mean score of the experimental group in the post-test is 15.2 out of 20, which shows a clear improvement compared to their pre-test mean of 13.3. This 1.9-point increase demonstrates a significant development in learners' speaking fluency over the five-week intervention period.

The mean score of 15.2, accompanied by a standard deviation of 1.81, indicates that although learners showed overall improvement, there was still some variation in individual performance. However, the relatively low standard deviation reflects a level of consistency, suggesting that most learners scored close to the group average.

When compared to the control group's more modest progress (mean = 14.0, SD = 2.0), these results highlight the greater effectiveness of the instructional treatment. The findings reinforce the conclusion that the use of authentic materials contributed positively and reliably to the development of learners' speaking fluency. Learners were likely more engaged and exposed to natural language input, allowing for more meaningful communication and confidence in spoken English.

The effectiveness of the treatment becomes even more evident when compared to the control group, which showed only a minor improvement of 0.7 points. This further reinforces the conclusion that authentic materials are a beneficial instructional strategy for developing speaking skills in middle school EFL learners.

3.1.2.4 Hypothesis Testing: Independent Samples T-Test

To determine whether the use of authentic materials had a statistically significant impact on learners' speaking fluency, an Independent Samples T-Test was conducted comparing the post-test scores of the experimental and control groups.

- **Null Hypothesis (H₀):** There is no significant difference in speaking fluency between the experimental and control groups..
- **Alternative Hypothesis (H₁):** There is a significant difference in speaking fluency between the experimental and control groups.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{SD_1^2}{n_1} + \frac{SD_2^2}{n_2}}}$$

- M₁ : the mean of the experimental group
- M₂ : the mean of the control group

- SD^2_1, SD^2_2 are standard deviations
- N_1, n_2 are number of learners in each group

$$t = \frac{15.2-14}{\sqrt{0.3276+0.4}}$$

$$t = \frac{1.2}{0.8535} \approx 1.406$$

Degrees of freedom (df) = $n_1 + n_2 - 2 = 10 + 10 - 2 = 18$

3.1.3. Comparative Analysis between Groups

Table 5 Improvement Difference between Control and experimental Groups

<i>Group</i>	Pre-Test Mean	Post-Test Mean	Improvement (Post – Pre)
<i>Control Group</i>	13.3	14.0	+0.7
<i>Experimental Group</i>	13.3	15.2	+1.9

Table 5 presents a comparative overview of the mean scores obtained by both the control and experimental groups in the pre- and post-tests. As shown in the table, both groups started with the same pre-test mean score of 13.3 out of 20, indicating a balanced and equivalent level of speaking proficiency prior to the instructional intervention. This initial equivalence strengthens the reliability of the experimental comparison.

Following three months of instruction, the control group achieved a post-test mean score of 14.0, showing a modest improvement of 0.7 points. This limited progress may be attributed to regular classroom exposure and repeated oral practice through traditional teaching methods. However, the overall development remains minimal and suggests that conventional instruction alone may not be sufficient to significantly enhance learners' speaking fluency.

In contrast, the experimental group, which was exposed to authentic materials during listening and speaking sessions, attained a post-test mean score of 15.2, reflecting an improvement of 1.9 points. This notable increase in performance clearly surpasses that

of the control group and suggests that the use of authentic materials had a more substantial impact on learners' speaking skills.

The difference in improvement between the two groups (+1.9 vs. +0.7) highlights the effectiveness of authentic materials in fostering meaningful communication, expanding vocabulary usage, and increasing learner engagement. The more significant gains observed in the experimental group provide empirical support for the pedagogical integration of real-life resources in the EFL classroom.

In summary, the comparative analysis confirms that the experimental treatment was more effective in improving learners' listening and speaking sessions performance, and supports the central hypothesis of the study: authentic materials play a positive role in enhancing speaking fluency among middle school learners in Algeria.

3.1.4. Thematic Analysis of Teachers' Interview

To better understand teachers' perspectives on using authentic materials in EFL speaking sessions, the interview data were carefully examined using a thematic approach. Four key themes emerged from their responses: (1) Professional Background and Familiarity, (2) Perceived Benefits, (3) Challenges and Constraints, and (4) Recommendations for Practice. Grouping the insights this way made it possible to capture meaningful patterns in the teachers' experiences and highlight how these views could inform and improve real classroom practices.

Question 01 How long have you been teaching English at the middle school level?

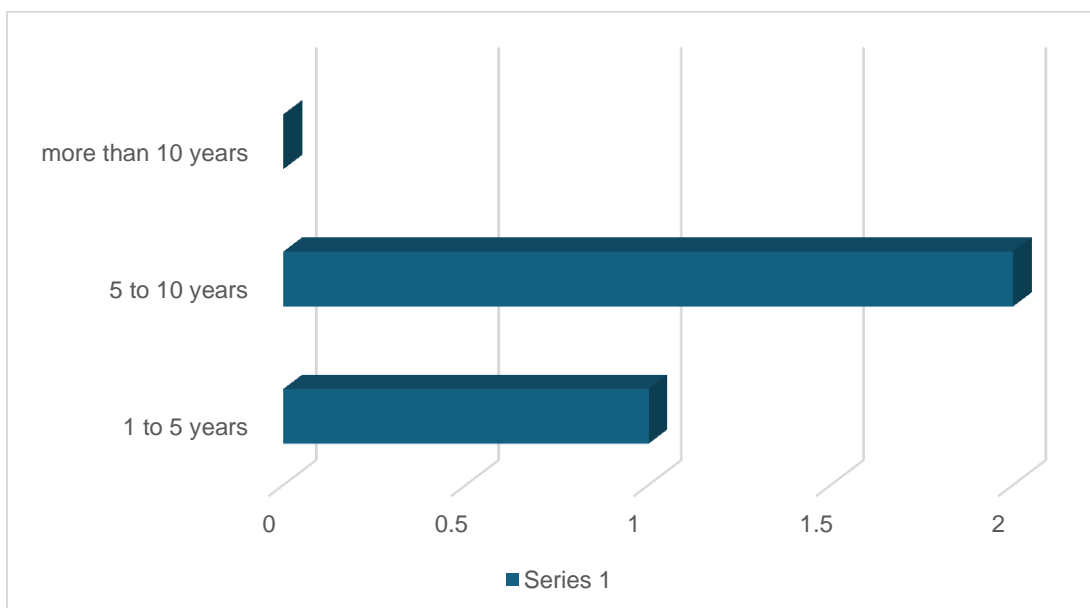


Figure 5 Teachers' Experiences

The data shows that the majority of respondents, two out of three teachers, reported having between 5 and 10 years of teaching experience. This suggests that most participants are experienced and likely familiar with a variety of instructional methods. One teacher reported having 1 to 5 years of experience, indicating a relatively newer practitioner who may be more open to experimenting with contemporary approaches such as the use of authentic materials. Only one teacher had more than 10 years of experience, reflecting a minimal representation from senior teachers.

Question 02 Are you familiar with the concept of authentic materials in EFL teaching?

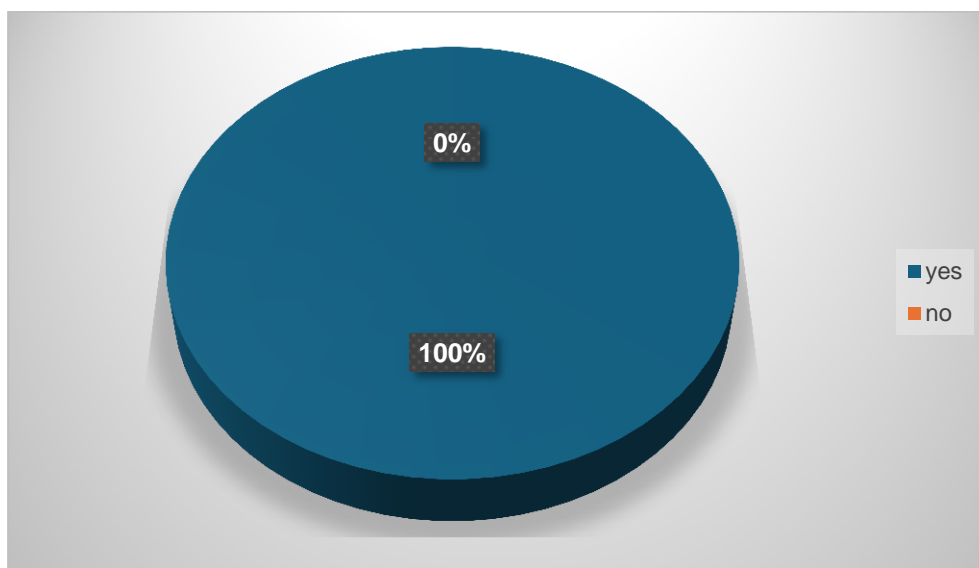


Figure 6 *Familiarity with Authentic Materials Among Middle School English Teachers*

All participating teachers answered "Yes", indicating a shared awareness of this pedagogical concept. This unanimous response reflects a general familiarity among middle school English teachers with the use of real-world resources such as videos, brochures, menus, and dialogues within language instruction. The result suggests that authentic materials are not an unfamiliar or foreign concept in the teaching context of the participants, even if their actual implementation varies.

Question 03 Do you use authentic materials in your sessions?

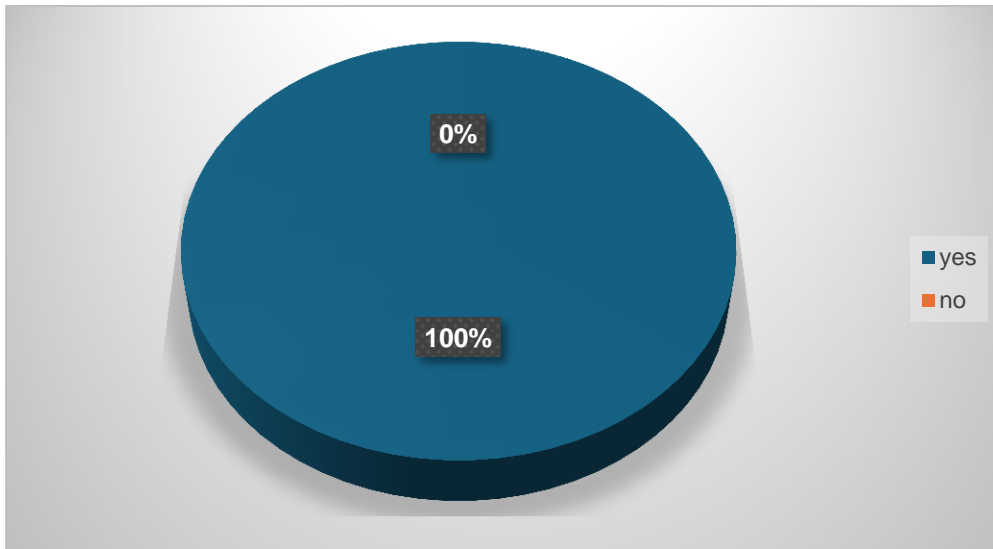


Figure 7 *Teachers' Use of Authentic Materials in Classroom Practice*

The data shows that all three participating teachers (100%) responded “Yes”, indicating unanimous This result suggests that not only are teachers familiar with the concept (as shown in Question 02), but they are also actively applying it in their classrooms.

Question 04 Can you give examples of authentic materials you have used or would consider using in class?

Teachers' Answers

- I often use short videos and audios
- I have considered using weather forecasts, video clips from children’s shows, and tourist guides. But I usually stick to the textbook due to time limits.
- I use YouTube vlogs (short clips), and music lyrics. I also ask learners to bring photos or objects and describe them.

The responses to Question 04 highlight a rich diversity of authentic materials either used or considered for use by the interviewed teachers. Two out of the three teachers actively implement multimedia content, such as short videos, audio clips, and YouTube vlogs, to immerse learners in natural language settings. These choices suggest an intention to develop learners’ listening and speaking skills through exposure to real-life language in context.

One teacher emphasized the use of music lyrics and learner-generated content (photos or objects described orally), which promotes both personal expression and communicative practice. Meanwhile, another teacher showed awareness of authentic resources like weather forecasts and tourist guides, yet noted a reliance on textbook materials due to time constraints—a recurring challenge in many classroom settings. The data reveals that while all teachers recognize the value of authentic materials and provide relevant examples, practical limitations such as limited time and curricular demands can restrict their consistent use. Nevertheless, their responses reflect a positive attitude and creativity toward integrating authentic content into EFL instruction to enhance oral proficiency.

Section 02 Perceived Advantages

Question 05 In your experience, what are the benefits of using authentic materials in the EFL classroom?

agreement on the practical integration of authentic materials into their EFL teaching.

Teachers' Answers

-They make learning more engaging and realistic. Learners feel more motivated when they see real-world English. It also improves their listening and vocabulary skills.

-They expose learners to real language use, including natural pronunciation and rhythm. They also connect learners with culture.

-They help bridge the gap between classroom English and real-world English. Learners gain exposure to new vocabulary, and real situations.

All three highlight the motivational power of these resources, noting that they make learning more engaging, realistic, and culturally rich. Teachers consistently reported that learners respond positively when exposed to “real-world English,” suggesting that authentic materials play a key role in increasing learner's motivation and attention. Additionally, two teachers specifically referenced the development of listening skills and vocabulary acquisition, reinforcing the notion that authentic materials offer a multisensory and contextualized language input. These elements are essential for promoting naturalistic language development, especially in listening and speaking sessions.

Another recurring theme in the responses is the idea that authentic materials bridge the gap between classroom learning and real-life communication. This perspective aligns with

communicative language teaching principles, emphasizing relevance, exposure to real discourse, and the inclusion of natural pronunciation and rhythm as noted by one teacher. The responses affirm that authentic materials not only enrich linguistic competence but also promote cultural awareness and learner autonomy, making them an effective tool in fostering meaningful oral interaction in the EFL classroom.

Question 06 How do authentic materials influence learners' speaking skills, especially fluency?

Teachers' Answers

- They encourage learners to speak more naturally. Instead of repeating artificial textbook dialogues, they try to express real opinions or describe what they see and hear.
- They provide real input and encourage meaningful responses, which helps develop fluency if used consistently.
- When learners react to something real, their speech becomes more natural and less rehearsed.

The responses provided by the teachers underline the significant role that authentic materials play in enhancing learners' speaking fluency. All three participants emphasized that these materials help learners speak more naturally, as they move away from memorized textbook dialogues toward expressing personal thoughts and real reactions. Authentic content such as videos, images, or real-life scenarios exposes learners to spontaneous language use, encouraging them to process and respond in a more fluid and communicative manner.

Teachers also pointed out that authentic materials provide rich, real-world input, which stimulates meaningful interaction. This regular engagement with natural language supports not only fluency but also confidence and autonomy in speaking. Overall, the responses confirm that when learners are given realistic content to react to, their speech becomes more organic, less mechanical, and better aligned with real-life communication demands.

Question 07 Do you think authentic materials help increase learner motivation and engagement? Please explain.

Teachers' Answers

- Yes, absolutely. Learners become curious when they see real images, menus, or watch real videos.

- Yes, but only when the materials are well chosen and not too difficult. Some learners get lost if they don't understand the content.

- Yes. They feel more involved and take learning more seriously when they know it's connected to real life. It also makes lessons more fun and dynamic.

All three teachers affirmed that authentic materials do help enhance learners' motivation and engagement in the EFL classroom. One teacher highlighted that real-world content sparks learners' curiosity, especially when it includes visuals like menus, images, or videos, making the learning experience more concrete and relatable. Another teacher emphasized that while authentic materials can boost motivation, their effectiveness depends on the level of difficulty—if the materials are too challenging, some learners may become disengaged or discouraged. The third teacher pointed out that learners feel more invested when they perceive the lesson as connected to real life, describing the class as more fun and dynamic. The responses suggest that authentic materials when appropriately selected—can significantly improve learner's interest, emotional involvement, and participation, making the learning process more meaningful and motivating.

Section 3. Perceived Challenges or Disadvantages

Question 08 What difficulties or limitations have you encountered when using authentic materials?

Teachers' Answers

- Sometimes the language is too complex or fast. I need to select carefully and simplify the task. Also, finding age-appropriate content can be time-consuming.

- Many materials are too advanced for middle school level. Also, we need a lot of time to prepare and adapt the material to fit our objectives.

- Adapting the content to their level. Sometimes I have to pre-teach vocabulary or slow down the video manually.

The teachers identified several challenges when integrating authentic materials into middle school EFL sessions. A recurring issue is that the language level is often too complex or fast-paced, requiring the teacher to carefully select or adapt content. One teacher noted the difficulty in finding age-appropriate materials, which adds to preparation time. Another

emphasized that many authentic resources are not originally designed for language learners, making them too advanced for middle school learners without adaptation.

Moreover, pre-teaching vocabulary or slowing down audio/video content becomes necessary to ensure comprehension. These adaptations can be time-consuming and may limit spontaneity in the lesson. In summary, while authentic materials offer rich linguistic exposure, their effective use often demands significant teacher effort in terms of selection, simplification, and scaffolding.

Question 09 Are there any constraints (time, resources, curriculum) that make it difficult to use such materials?

Teachers' Answers

-Yes. The curriculum is tight, and we have to prepare learners for exams. Also, not all classrooms have good equipment for showing videos or using internet resources.

- Definitely. The curriculum is exam-oriented, and we don't have flexibility. Also, many schools lack audiovisual tools or internet access.

- Yes. Some schools do not have enough technology. And we are often expected to follow the syllabus strictly, which leaves little space for extra content.

All three teachers acknowledged significant constraints that limit the effective use of authentic materials in their classrooms. A common concern is the rigidity of the curriculum, which is described as exam-focused and leaves little room for flexibility or extra content. Teachers feel pressured to follow the syllabus closely, which reduces opportunities to integrate supplementary materials, even if they are beneficial for skill development.

Another major constraint is the lack of adequate resources, particularly technological ones. Teachers pointed out that many schools lack audiovisual equipment or reliable internet access, which makes it difficult to use videos or online resources in class. Time is also a limiting factor preparing, adapting, and implementing authentic materials requires extra effort, which is hard to manage within the tight schedule of exam preparation.

Section 4. Recommendations And Reflections

Question 10 What advice would you give to teachers who wish to start using authentic materials in their sessions?

Teachers' Answers

- Start small. Use images, simple texts, or real objects first. Don't overload the learners, and always link the material to a clear speaking task.
- Be selective. Choose content that matches your learners' level. Focus on short, simple materials and use them to prompt discussion or role play.
- Try to link the material to your objectives. Even a simple picture or ad can be useful. Always guide learners with clear speaking prompts.

The teachers' advice converges on the importance of starting gradually and purposefully. All three responses emphasize the need to begin with simple, level-appropriate materials such as images, short texts, or real objects, especially when working with younger learners or beginners. This approach helps prevent cognitive overload and allows learners to become gradually accustomed to real-life content.

They also stress the value of clear instructional objectives. Authentic materials should not be used randomly, but rather integrated into a planned activity such as a speaking task, discussion, or role-play—to ensure that they serve a pedagogical function. Providing learners with specific prompts or guidance is essential to keep the activity focused and productive.

Finally, selectivity is key. Teachers recommend choosing materials that are not only engaging but also relevant to the learners' level and interests, which helps maintain motivation while achieving fluency goals. This pragmatic and learner-centered perspective highlights a thoughtful, scaffolded approach to authentic material integration.

3.2. Interpretation of the Data

3.2.1. Interpretation of the Pre-Test and Post-Test Results

The analysis of both pre-test and post-test results provides important insights into the effectiveness of the implemented instructional strategies. Initially, both the control and experimental groups recorded the same mean score of 13.3 out of 20, indicating that learners in both groups had comparable speaking proficiency levels prior to the intervention. This equivalence confirms the validity of the comparison.

Following the intervention, the control group, which continued with traditional classroom practices, showed a modest improvement with a post-test mean of 14.0, marking a 0.7-point increase. This slight gain suggests that regular exposure to classroom English may

support gradual oral development, yet the improvement remains relatively limited. It also highlights the potential shortcomings of conventional instruction in fostering spontaneous and fluent spoken interaction.

In contrast, the experimental group, which was taught using authentic materials during listening and speaking sessions, demonstrated a more substantial improvement. Their post-test mean rose to 15.2, which constitutes a 1.9-point increase. Notably, this gain was accompanied by a marked shift in the frequency distribution of scores, with higher scores becoming more prevalent and lower scores disappearing entirely. These changes indicate not only improved average performance but also a general enhancement in learners' speaking fluency and confidence.

The comparison of both groups reveals that authentic materials had a more positive and pronounced effect on speaking skills development. These materials likely offered more meaningful input, contextualized vocabulary, and increased engagement, which in turn promoted fluency and communicative competence. The data thus supports the pedagogical assumption that real-life content enhances language learning outcomes more effectively than textbook-bound instruction alone. In summary, the pre- and post-test results collectively underscore the efficacy of authentic materials in improving learners' listening and speaking sessions skills in an EFL context. This conclusion reinforces the importance of integrating real-world resources into language classrooms to foster more natural, engaging, and effective language learning experiences.

3.2.2. Interpretation of Teachers' Interview

The qualitative data collected through teacher interviews provides meaningful insight into the perceptions, practices, and challenges related to the use of authentic materials in EFL teaching at the middle school level. Across all responses, a consistent theme emerges: authentic materials are not only known and valued by teachers but are also actively integrated into their teaching practices, despite several contextual limitations.

All participants confirmed their familiarity with the concept of authentic materials and affirmed their regular use in the classroom. This indicates a strong theoretical and practical awareness of real-world resources among EFL practitioners. Teachers mentioned various forms of authentic input such as short videos, music lyrics, vlogs, and learner-generated objects demonstrating a flexible and creative approach to material selection that reflects a desire to connect classroom learning to learners' real-life experiences.

When reflecting on the advantages of authentic materials, all teachers pointed to increased learner motivation, engagement, and exposure to natural language use. They emphasized that such materials help bridge the gap between textbook English and real-world communication, improving fluency, listening skills, vocabulary acquisition, and cultural awareness. The recurring idea of helping learners speak more naturally and meaningfully underscores the alignment of authentic materials with communicative teaching principles.

However, the teachers also acknowledged several difficulties, particularly concerning the complexity and suitability of some materials for younger learners. The language in many authentic resources was considered too advanced or fast-paced, requiring teachers to adapt the content through simplification, vocabulary pre-teaching, or technical modifications. Moreover, the pressure of a rigid curriculum, limited time, and a lack of audiovisual infrastructure were frequently cited as key barriers to the consistent use of authentic materials in the classroom.

Despite these constraints, the teachers expressed a proactive attitude toward using authentic resources and offered practical advice to fellow educators. They recommended starting small with manageable content, selecting level-appropriate materials, and linking all resources to specific pedagogical objectives—particularly speaking tasks. These suggestions reflect a thoughtful, experience-based understanding of how to implement authentic materials in a feasible and impactful manner.

In summary, the interviews reveal a positive, informed, and reflective stance among teachers toward authentic materials in EFL instruction. While challenges exist, especially related to curricular and technological limitations, the perceived benefits especially regarding fluency and engagement—strongly support their inclusion in the classroom. The findings confirm that authentic materials are both a valued and viable tool for enhancing oral language development, provided they are used strategically and with appropriate scaffolding.

3.3. Comparison with Existing Literature

The results of the study support and affirm several of the critical conclusions drawn in previous works in applied linguistics and teaching that discuss authentic materials in EFL classes. Numerous authors have argued for the use of authentic materials, like newspapers, videos, radio broadcasts, and textbooks, as a direct bridge to authentic meaning and language use beyond the classroom (e.g., Gebhard, 1996; Harmer, 1991; Berardo, 2006). This study

showed that using authentic materials led to more speaking fluency, greater vocabulary acquisition, and more motivation among learners than who used what we may typically consider, traditional or recycled materials.

In particular, the results regarding the positive developments in fluency and range of lexicon in the experimental group learners supports Peacock (1997) who argued that authentic materials get learners involved in their language learning experiences through encounters with language use from natural sources of language. The findings also parallel Martinez (2002) who emphasized the motivational and relevance of actual materials when they address learners' interest and experiences. Consistent with Brinton (1991) and Tamo (2009) we noted the use of authentic materials reflected important developments in both the language and the learner's cultural and communicative competence.

Nonetheless, the investigation identified some limitations that teachers encountered in the process. For example, time, materials and management issues similar to what Guariento and Morley (2001) also found. These limitations highlight the importance of selecting and adapting authentic materials to the learners' ability and rigorously considering the outcome based on these limits. We have underscored how important it is to consider these factors, particularly to avoid impacting lower level learners who may get frustrated, which has been similarly mentioned in the work of Mishan (2005) and Martinez (2002).

In addition, our quasi-experimental design and outcome have also reinforced the general pedagogical movement towards communicative language teaching (CLT) where the focus is on meaningful interaction with real language (Littlewood, 1999; Thornbury, 2005). Like these authors, we have emphasized how authentic materials were the effective means to shift passive and procedural routines typical in classrooms into rich communicative experiences for learners through communication based on context.

In summary and conclusion, current research contributes to the growing evidence on the pedagogic value of authentic materials particular in EFL environments, confirming numerous hypotheses suggested in the literature and adding localised evidence from an Algerian middle school context, to where the teachers can work efficiently and initiate a pedagogic shift towards active engagement and communicative competence.

3.3. Pedagogical Recommendations

Based on the data analysis and teacher interviews conducted in this study, several pedagogical recommendations can be drawn to support the effective integration of authentic materials in the EFL classroom, particularly with a focus on improving learners' speaking skills:

- Teachers should introduce authentic materials in a progressive manner, starting with simple, familiar resources such as images, menus, or short video clips. This gradual exposure helps learners adjust to real-world language without feeling overwhelmed, especially at lower proficiency levels.
- Selecting age-appropriate and level-appropriate content is crucial. Materials should match learners' linguistic abilities and be directly linked to clear communicative goals. For example, a short dialogue from a travel video can be used to practice functional expressions like asking for directions.
- Before presenting authentic materials, teachers should anticipate linguistic challenges by introducing essential vocabulary and expressions. Scaffolding techniques such as guided questions or visual support help learners process the input more effectively and engage in communication more confidently.
- Authentic materials should be used not only for exposure but also to encourage learner creativity and personal expression. Allowing learners to bring real-life items, share personal experiences, or respond to current events fosters engagement and ownership of the learning process.

Conclusion

This chapter has provided and discussed the findings of the study, emphasizing the effects of authentic materials on middle school learners' speaking proficiency. The assessment of the pre-test and post-test scores has shown that the experimental group outscored the control group and suggested the access to authentic real-life language input enhances learners' proficiency and consequently their oral fluency. The interview data corroborated the teacher's positive experience with the authentic materials during the intervention and enhanced the value of motivation and communicating with authentic materials in minimal constraints, while recognizing the limitations of materials, time, and curriculum. The findings suggest that while the results of this research study justify the use of authentic materials for the pedagogical purposes associated with EFL classrooms, they must be viewed within the limitations to the sample size and contextual factors.

General Conclusion

The mastery of speaking skills is essential in foreign language learning, particularly in EFL contexts where learners often struggle to communicate fluently and confidently. This research was conducted in response to the growing need for more engaging and effective teaching methods in listening and speaking sessions. Specifically, the study sought to investigate whether the integration of authentic materials could enhance the speaking fluency of third-year learners at Baatouche Brothers middle school learners in Algeria. The purpose of this study was to evaluate the impact of authentic materials on learners' oral performance, to identify the perceptions of learners regarding these materials, and to explore the challenges teachers face when implementing them in the classroom. To achieve this, the researcher adopted a quasi-experimental design, involving a sample of 20 learners randomly divided into two equal groups: an experimental group exposed to authentic materials, and a control group taught using traditional textbook methods. The study also included semi-structured interviews with three teachers to gain qualitative insights.

The researcher aimed to answer three main questions. The first question focused on how learners perceive the use of authentic materials in improving their speaking skills. The results revealed that learners found authentic materials to be engaging, motivating, and helpful in building their confidence. These materials encouraged active participation and made learning more relevant to real-life communication.

The second question examined how authentic materials influence the speaking fluency of third-year middle school learners. The findings showed a significant improvement in the experimental group's performance in the post-test, especially in fluency and vocabulary. This supports the hypothesis that authentic materials provide meaningful exposure to language and promote spontaneous oral production.

The third question explored the challenges faced by teachers when integrating authentic materials into listening and speaking sessions. The interviewed teachers acknowledged the pedagogical value of authentic resources but also pointed out several constraints, including time limitations, lack of adequate materials, and difficulties in adapting them to learners' levels. These insights highlight the need for institutional support and professional training to help teachers make effective use of authentic content.

In conclusion, this study demonstrated that authentic materials can play a vital role in improving learners' speaking fluency by bridging the gap between classroom instruction and real-world language use. While challenges remain in their implementation, the overall findings suggest that integrating authentic materials into EFL classrooms can lead to more dynamic, communicative, and learner-centered teaching practices. Future research is encouraged to explore long-term effects and to expand the sample to include diverse educational settings.

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الملخص

تهدف هذه الدراسة إلى استكشاف فاعلية استخدام المواد الأصيلة في تحسينطلاقة التحدث لدى تلاميذ السنة الثالثة من التعليم المتوسط خلال حصص التعبير الشفهي. تسعى الدراسة إلى معرفة كيف يمكن للموارد الواقعية، مثل مقاطع الفيديو، والبودكاست، والمقالات الصحفية، والرسوم المعلوماتية، أن تساهم في تطوير أداء المتعلمين الشفهي، وزيادة دافعيتهم، وتعزيز كفاءتهم التواصلية. كما تتناول الدراسة تصورات التلاميذ حول هذه الموارد، والتحديات التي يواجهها المعلمون أثناء توظيفها. اعتمدت الدراسة على منهج شبه تجريبي، شمل عينة مكونة من 20 تلميذاً تم اختيارهم عشوائياً من متوسطة "الاخوة بعطوش"، وفُسموا إلى مجموعتين متساويتين: مجموعة تجريبية تعرضت للمواد الأصيلة، ومجموعة ضابطة تلقت تعليماً تقليدياً قائماً على الكتاب المدرسي. أُجري اختبار قبلي وبعدي لكلا المجموعتين، وتم تقييم الأداء باستخدام شبكة تقويم شفوية تضمنت معايير الطلاقة، والمفردات، والدقة النحوية، والنطق. كما أُجريت مقابلات شبه مهيكلة مع ثلاثة أساتذة للغة الإنجليزية لجمع بيانات نوعية حول آرائهم وتجاربهم مع هذه الموارد. أظهرت النتائج تحسناً ملحوظاً في أداء المجموعة التجريبية، خاصة في مجالي الطلاقة وتوظيف المفردات، مما يدل على تأثير إيجابي لاستخدام المواد الأصيلة في دعم التحدث العفوي وبناء الثقة. كما أكد المعلمون فعاليتها، رغم التحديات المرتبطة بالوقت، والموارد، ومستوى المتعلمين. وتخلص الدراسة إلى أن المواد الأصيلة تمثل أداة بيداغوجية فعالة لتطوير مهارات التحدث في سياقات تعليم الإنجليزية كلغة أجنبية.

الكلمات المفتاحية:

المواد الأصيلة، طلاقة التحدث، تلاميذ التعليم المتوسط، تعليم اللغة الإنجليزية، التعبير الشفهي.

Résumé

Cette étude a exploré l'efficacité de l'utilisation des matériaux authentiques dans l'amélioration de la fluidité orale chez les élèves de troisième année moyenne lors des séances d'expression orale. L'objectif principal était d'examiner comment des ressources issues du monde réel telles que des vidéos, des podcasts, des articles de presse et des infographies peuvent influencer la performance orale des apprenants, leur motivation ainsi que leur compétence communicative. L'étude s'est également intéressée aux perceptions des élèves concernant ces matériaux, ainsi qu'aux défis rencontrés par les enseignants lors de leur intégration en classe. La recherche a adopté un design quasi-expérimental et a porté sur un échantillon de 20 élèves issus de la moyenne école Collège Frère Baatouche en Algérie. Les participants ont été répartis aléatoirement en deux groupes égaux : un groupe expérimental exposé aux matériaux authentiques et un groupe témoin suivant un enseignement traditionnel basé sur le manuel scolaire. Les deux groupes ont passé un pré-test et un post-test évaluant quatre critères de performance orale : la fluidité, le vocabulaire, la justesse grammaticale et la prononciation. En complément, des entretiens semi-directifs ont été menés avec trois enseignants d'anglais pour recueillir des données qualitatives sur l'usage de ces matériaux. Les résultats ont montré une nette amélioration dans le groupe expérimental, notamment en matière de fluidité et d'enrichissement lexical. L'intégration des matériaux authentiques a favorisé l'engagement des apprenants, le discours spontané et la confiance en soi à l'oral. Malgré les bénéfices reconnus, les enseignants ont évoqué certaines contraintes liées au temps, aux ressources et à la gestion de classe.

Mots-clés : matériaux authentiques, fluidité orale, élèves du moyen, enseignement de l'anglais, expression orale

Appendices

Appendix A Pre-Test

Part 1: Warm-up Questions

1. What's your name and how old are you?
2. What do you like to do in your free time?
3. Can you tell me about your school or your favorite subject?

Part 2: Guided Speaking Task

"Can you tell me about your favorite holiday or celebration?"

What is the name of the holiday?

What do you usually do on that day?

Who do you spend it with?

Why do you like it?

Part 3: Picture Description



What do you see in this picture?

What do you think is happening?

What do you think will happen next?

Appendix B Post-Test

Part 1: Warm-Up Questions

1. What was the best part of your day today?
2. What subject do you enjoy most at school, and why?
3. Do you prefer spending time indoors or outdoors?

Part 2: Guided Speaking Task

"Tell me about a weekend you really enjoyed."

Guiding questions:

- Where did you go?
- Who were you with?
- What did you do?
- Why was it special?

Part 3: Picture-Based Description (2 minutes)

Questions:

- What do you see in this picture?
- What do you think is happening?
- What might happen next?

Images for Part 3



Appendix C Assessment Rubric

Criteria	Score (1–5)	Comments
Fluency		
Vocabulary		
Grammar Accuracy		
Pronunciation		
Total Score	/20	

Appendix D Teachers' Interview

1. Background information

1. How long have you been teaching English at the middle school level?

1 to 5 years

5 to 10 years

More than 10 years

2. Are you familiar with the concept of authentic materials in EFL teaching?

Yes

No

3. Do you use authentic materials in your sessions?

Yes

No

4. Can you give examples of authentic materials you have used or would consider using in class?

.....

2. Perceived Advantages

5. In your experience, what are the benefits of using authentic materials in the EFL classroom?

.....
.....

6. How do authentic materials influence learners' speaking skills, especially fluency?

.....
.....

7. Do you think authentic materials help increase learner motivation and engagement? Please explain.

3. Perceived Challenges or Disadvantages

8. What difficulties or limitations have you encountered when using authentic materials?

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.....

9. Are there any constraints (time, resources, curriculum) that make it difficult to use such materials?

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.....

4. Recommendations and Reflections

10. What advice would you give to teachers who wish to start using authentic materials in their sessions?

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