

**PEOPLE'S DEMOCRATIC REPUBLIC OF ALGERIA**  
**MINISTRY OF HIGHER EDUCATION**  
**AND SCIENTIFIC RESESEARCH**  
**IBN KHALDOUN UNIVERSITY OF TIARET**  
**FACULTY OF LETTERS AND LANGUAGES**  
**DEPARTMENT OF ENGLISH**



*Promoting Learners Pronunciation Throught The Use Of The Authentic  
Materials*  
*Case Study for First Year Students at the English Department, Ibn  
Khaldoun University, Tiaret*

Thesis Submitted in Partial Fulfillment of the Requirements for the master's  
degree in Didactics

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## **DEDICATION**

**We dedicate a deepest gratitude to our affectionate parents for their  
Understanding and endless love**

**To our fathers who taught us the value of education and supported us to  
realize the person we are today**

**To our mothers who are our source of encouragement and inspiration.  
“Thank you mom”**

**To our brothers and sisters for their support whenever we were in need  
too**

**To all our friends with whom we shared the university life.**

## ACKNOWLEDGEMENTS

*First, we owe thanks and gratitude to almighty Allah who enlightens our path with knowledge and wisdom.*

*Our acknowledgements and gratitude go to our supervisor the eminent Prof. HEMAIDIA Mohamed for his patient guidance, useful suggestions and advice. My sincere appreciation, respect and consideration go to him. We would also like to express our heartfelt thanks to Dr. HEMAIDIA Ghlamallah and Mrs. Lakhdar Toumi Asma for having accepted to read our research work and to be members of the jury. We thank them for their positive advice and fruitful criticism. We would like to thank all the teachers and students at the university English department for their enthusiasm, precious help and valuable comments along the research process.*

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## **LIST OF ACCRONYMS**

**EFL: English as a Foreign Language**

**TEFL: Teaching English as Foreign Language**

**FL: Foreign Language**

**TL: Target Language**

**NL: Native Language**

**MT: Mother Tongue**

**ELT: English Language Teaching**

**LMD: License Master Doctorate**

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## **Abstract**

The current study aims at investigating the use of authentic materials in the promotion of EFL first-year university students' oral performance at Ibn Khaldoun University of Tiaret. The hypothesis states the possible reasons behind students incorrect English pronunciation and that authentic materials have positive effects on the student's oral performance. To confirm this hypothesis, three methods of investigation have been used including an interview, a questionnaire, and a recording of students' speech. The collected data are analyzed quantitatively and qualitatively. The findings highlight the significant benefits of utilizing real resources in EFL instruction, which aid students in improving their English pronunciation.

Key words: Authentic materials – Oral performance - EFL students – Positive effect  
– The effective use – Pronunciation

# **General Introduction**

**“As you begin to take action toward the fulfillment of your goals and dreams, you must realize that not every action will be perfect. Not every action will produce the desired result. Not every action will work. Making mistakes, getting it almost right, and experimenting to see what happens are all part of the process of eventually getting it right.” Jack Canfield (2010)**

## **Introduction**

The use of English has sparked the interest of educators in different fields. There is a clear fact that this language has become an important instrument for transferring and exchanging knowledge and skills because of its worldwide use. Besides, most teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process. But what is less agreed upon is when authentic materials should be introduced and how they should be used in any EFL classroom. The present research highlights the difficulties students at the university level face in speaking English as a foreign language. Students tend to articulate English sounds in an incorrect way. Though the phonemic inventories of English and Arabic may contain a number of similar phonemes, their realization sometimes is totally different in the sense that each language's sounds have their proper physical properties, which do not exist in the other language. Students' mispronunciation of English sounds can be easily seen by native speakers of this language, or even by those non-native speakers who are qualified enough to speak correct English. Besides the sociocultural environment which is supportive to enhance students' pronunciation, students usually focus much on vocabulary and grammar in their English learning, yet they do not care too much about English pronunciation. This might be because they are not faced with adequate material which may enhance their oral performance. Lack of authentic materials that could be presented in texts, newspapers, magazines, TV programmes, movies, songs internet and so on may make the speaking process very slow and complicated. Authentic materials may help language teachers to become more creative in class and hence motivate their learners. Language, according to practitioners in the field of teaching, should be used in real-life situations to foster learners' pronunciation skills.

## **Motivation**

The main reason for choosing this topic derives from our curiosity to know about the difficulties students face in acquiring correct pronunciation of English. It also derives from our desire to explore and explain how authentic materials can contribute to learners' pronunciation, facilitate the learning process and lead to successful English sound articulation. This study is also meant to check if authentic materials are used in all academic settings and the possibility to be found everywhere to facilitate the learning process and if they can be used at any level in accordance with students' needs and knowledge.

## **Theme**

The present work which is dealt with in the didactics field, aims at shedding light on bringing authentic materials into EFL classrooms to motivate students and promote their oral performance by teaching them in real-life situations. This research also attempts to explore how authentic materials can help students to develop a relationship with the language and its culture.

Research questions:

In order to suggest something about this problem, one can put forward the following questions:

- What are the main reasons behind students' pronunciation errors?
- To what extent can authentic materials promote learners' pronunciation?

These questions are asked in order to:

- Investigate the source of problems behind students' speaking difficulties.
- Exploring the efficiency of authentic materials
- Suggest some possible solutions to speak English in the correct way.

## **Hypothesis**

The following hypotheses are tentative answers to the research questions.

- The possible reason behind students' incorrect English pronunciation is:
  - 1- Their ignorance of the rules and restrictions governing RP English.
  - 2- The sociocultural environment where English is learnt is not supportive.
- Authentic materials have positive effects on learners' motivation, and hence help them develop their pronunciation.

## **Process**

This work contains a general introduction and three chapters. The General introduction is devoted to the research problem, the aims of the research, and a brief discussion of the subject. Each chapter is provided with an introduction and conclusion.

The first chapter is an introductory chapter that is dedicated to the literature review of the fundamental elements of the notion of pronunciation and its influence on foreign language learning. It sheds light on the variety of languages used by the Algerian speech community. Besides, some details about the concepts of errors and mistakes in the process of learning a foreign language are provided.

The second chapter provides an overview of authentic materials and their effective use in EFL classrooms. Furthermore; the study shows how authentic materials can be used for the student's needs and knowledge.

The third chapter presents the practical part of this research. It includes data collection and analyses, i.e., it discusses the main results obtained, the data interpretation, and the validation or rejection of the formulated hypotheses. Some recommendations and practical suggestions for teachers to better implement authentic materials in their teaching are suggested.



# Chapter one

## **Chapter one: theoretical Review: Pronunciation for EFL Learners.**

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## **Introduction**

Spoken language is a sound and sound gives life to grammar and vocabulary. Without the sound (that is, the phonology, or the pronunciation), one cannot bring the rest of language to life. To make the language come alive, then requires behaviors related to listening, speaking, reading, and writing, and these depend on the three domains of knowledge at the heart of language: phonology, vocabulary (lexis), and structure. These components are part of every language, including sign languages.

At the other side, Pronunciation in English has a great importance, especially for first year students, where they need to practice from their first year at the University in order to adapt with the language during their life and even in their future career. However, it is not easy to have a good pronunciation except if the student really practices it either with native speakers or by following the phonetic rules. In addition, mispronunciation is one of the problems that most of English first year students face during the speech, due to the lack of materials. However, if the sound of word differs it may lead the listener to misunderstand the message. In order to keep away from such kind of misconceptions we need to provide foreign language learners with the listening activities leading to correct pronunciation. English first year students in Algeria suffer from various difficulties such as shyness, anxiety, fairness etc (...) in pronunciation and spelling. Since they are beginners in using the English language, they usually feel afraid to speak in the classroom. This is mainly due to the pronunciation problems they face when reading a passage or performing a dialogue. Pronunciation is one of the important aspects in English, especially in oral communication, it does not aim to native-speaker perfection, but non-native speakers have to be very careful in pronouncing some utterances or he may create misunderstanding.

### **1- English Pronunciation**

According to Oxford Learner's Pocket Dictionary (2009), pronunciation is "the way in which a language or a particular word or sound is pronounced" (p.352) or it is "the way in which a particular person pronounces the words of a language." Pronunciation is one of the most important aspects in English. Especially in oral communication. Every sound, stress, pattern and intonation may convey meaning. Moreover, Pronunciation and phonology are obviously related to speaking and listening. Pronunciation training improves speaking abilities by helping learners to develop clear speaking skills. Clarity of speaking improves intelligibility and minimizes effort for interlocutors. We know that pronunciation training can also help develop perception abilities, even though experimental evidence is still limited (Linebaugh & Roche, 2015). In turn, clarity of perception also improves listening and understanding of naturally fluent, connected speech— also called running speech (Brown, 2011; Gilbert, 1995). So, owing to its potential to promote clear perception, pronunciation practice can help to develop listening comprehension along with word segmentation skills (the ability to recognize separate words in running speech). Speaking and listening are also interconnected. Additionally, practicing spelling-sound correspondences develops greater familiarity with the language, which helps learners in the process of recognizing written words. Pronunciation (and listening) practice

also enhances writing. It can reduce spelling mistakes that are due to inaccurate pronunciation (and vice versa, reduce pronunciation errors based on spelling, see (Prator, 1971)

Furthermore, Pronunciation is about focusing on sounds ,indicate where they are made in the mouth (Harmer 2001 :183).Moreover, Pronunciation has an important role in sharing the talker's feelings, ideas, interests, doubts and attitudes .

## **2-Phonetics in English Pronunciation**

In English, Phonetics is the study of speech sounds and their physiological production, acoustic qualities as it is a branch of linguistics that studies how humans produce and perceive sounds..As it is divided into three parts:

2.1.1. **Articulatory**: how humans plan and execute movements to produce speech

2-1-2 **.Acoustic**: how various movements affect the properties of the resulting sound.

2-1-3 **.Auditory**: how humans convert sound waves to linguistic information.

### **2-2 .Aspects of phonetics:**

Phonetics deals with two aspects of human speech which are:

2-2-1 **.Production**: this is concerned with the way that humans make sounds

2.2-2 **.Perception**: The way speech is understood.

At the other side, Phonetics is divided into two main components which are:

3-1 **Segmental phonetics**: consist of vowels and consonants.

Examples: in the phonemic representation of the word « bit »,the phoneme /b / precedes /i/ , which precedes /t / .

3-2. **Suprasegmental phonetics**: are the aspects of speech that involve more than single consonants or vowels.

Such as, when talking to a cat, a dog or a baby, you adopt a particular set of suprasegmentals .

**The suprasegmental** phonetics has two features which are: variations in stress (accent) and pitch (tone and intonation).

**3-2-1 .Stress accent**: means expending extra breath on a particular syllable in a word.

**3-2-2.Pitch:** refers to the highness and lowness of tone or voice.

## **2-2 .Word Stress :**

### **2-2-1. Syllable :**

It is the smallest part in a word and the essential of each vowel sound, it is usually surrounded by one or two consonant sounds and the number of vowels in a word determines the number of syllables.

**Example:** A word of one syllable: « Bad », has only one vowel so there is one syllable .

A word of two syllables: « Happy », has two vowels so there are two syllables.

A word of three syllables: « Computer » has three vowels so there are three syllables.

A word of four syllables: « Experience » has four vowels so there are four syllables.

But there are some cases like:

The word « Make », here there are two vowels but there is just one syllable.

The word « Dance », there are two vowels but only one syllable.

### **2-2-2 Word Stress:**

It is a linguistic term for the natural patterns of inflection and emphasis within a spoken language. In addition, it is one of the most significant pronunciation points in English as it has more than one syllable .Word stress is important because it helps in pronouncing well . At the other side, we always find one syllable which is longer and louder than the other one.

### **2-3 Connection between Syllable and Word Stress:**

Syllables are the “beats” of a Word, like the number of beats in a musical bar - for instance you can’t pronounce “potato” in any way other than 3 syllables, or “Cod” with just one .Although,Stresses are more about the timing of those beats within that bar - these are infinitely variable with variable emphases placed at variable syllables.

Syllables receive -or don’t receive- stressed voicing, meaning voicing with more energy or a different pitch and it consists of a vowel or diphthong and the Consonants that give it shape.

Sometimes stress is the only way a difference in meaning is encoded: PROduce vs proDUCE, for example: a noun meaning garden vegetables and fruits vs a synonym for the verb “make”. That kind of encoding is what makes Chinese and similar languages so hard for anglophones (and francophones, germanophones, hispanophones, ...).

-For instance, the word « Banana », there are three syllables but we don't pronounce all of them the same, there is one different syllable which we call « Stress ».

-If a word has one syllable, we don't need to think about Stress, but if a word has two syllables or more, one syllable is always stressed and has a clear pronunciation.

-To pronounce Stress correctly, there are three things to do:

1-The stressed syllable should be louder.

2-The stressed syllable should be a little higher.

3- The stressed syllable should be a little longer in time.

#### **2-4- Sentence Stress :**

Sentence Stress is where we stress or highlight a word with how we say it and it is a very important aspect of communication in English .Moreover,in english sentences we try to emphasize the most important words,we can add stress to a word by making it longer,louder or by using a slightly different pitch .As well as,in english, the words you stress can really change the meaning of a sentence .Taking the following examples :

##### **Example 1:**

I like your handwriting .Because i want to emphasize especially YOUR handwriting.

##### **Example 2:**

NASSIMA will prepare for us THE LUNCH TODAY.

Key words: Nassima, prepare,lunch,today.

1-Who will prepare the lunch ? Nassima

2-What will Nassima prepare for us ? Lunch.

3-When will Nassima prepare for us the lunch ? Today.

#### **2-3-1.Types of Sentence Stress :**

**2-3-1-1.Tonic Stress:** refers to the syllable in a word which receives the most stress In an intonation unit as has one tonic stress. In addition, it is important to remember that a sentence can have more than one intonation unit, and therefore have more than one tonic stress.

##### **Example:**

I'm going to London for a **Holiday**.

**2-3-1-2. Empathic Stress** : is a multifaceted phenomenon that has raised psychosocial and physiological issues and shows how extraordinary something is .

Example:

She was EXTREMELY Sad = emphasizes how sad she was.

**2-3-1-3. Contrastive Stress:**

SHE prepared the lunch, not her HUSBAND.

**2-3-1-4. New information Stress:**

**Example:**

- Hi ! Nice to meet you. I'm a teacher here.

-Nice to meet you too! What do you teach?

- I teach MATHEMATICS in middle school.

-Mathematics is the new information stress .

-We use Stress to focus on what is important.

-We always focus on listener's attention through stress.

**3/Elements of English Pronunciation :**

**3-1-Stress:**

In linguistics, and particularly phonology, stress or accent is the relative emphasis or prominence given to a certain syllable in a word or to certain word in a phrase or sentence.

According to S.Palmer (1989), stress is the psychological and behavioral response by an individual when they perceive a lack of equilibrium between the demands placed upon them and their ability to meet those demands, which over a period of time, leads to ill-health.

However, in the theory of pronunciation, it is not only words that may be stressed. Stress can also occur in word groups or phrases and in sentences, and basically it falls on the parts ,which are considered as the most important. This sub-unit will be divided into three, the first will study about stress in words, the second will discuss about stress in word groups, and the third will talk mainly about stress in sentences.

Example :



1- **Monosyllable words :**

‘Bad    ‘To    ‘On    ‘Say

2- **Two syllable words:** first syllable stressed.

‘Lady    ‘Take    ‘Paper    ‘Mirror

3- **Two syllable words:** second syllable stressed.

A’go    ho’tel    pre’fer    a’gain

4- **Three syllabic words,** first, second and third syllable stressed.

a) ‘article    b)No’vember    c)guaran’tee

Observe that the words which has the primary stresses on the first syllable function as nouns, while the words with the primary stresses on the second syllable function as verbs and adjectives in a sentence .Wikipedia .

3-2- **Rhythm :**

It is somehow tightly connected with pulse. When you have the sound of a drum to mark the beat of music so that you can remark whether the beat is fast or slow for example, then you have stress to give rhythm to your verse. It means that a type of a verse, to some extent, depends on the syllable counting in one line, while syllable counting itself depends on the position of the stress.

English poetry employs five basic rhythms of varying stressed (/) and unstressed (x) syllables. The meters are :**iamb**s, **trochee**s, **spondee**s, **anapest**s and **dactyl**s.

3-3.**Verse:**

It is a line of writing in which words are arranged in a rhythmic pattern and a collection of metrical lines of poetry. As it is used to define the difference of poetry and prose.

A verse comes from the Latin Word Versus, which means a line of writing and is based on the Proto-Indo-European root were meaning to turn or bend.

3-3-1.**Free verse:**

It is a change of the rhythm line by line, in accordance with the emotion or thought

At the moment, It is mentioned that in this kind of verse, the line is a unit of thoughts

and this is where the emphasis is, You can feel the feeling arises from lines

That carry more or less the same idea. Hence when thought has become its core, the rhythm of this type of verse is principally found in repetition and parallelism.

**Example:**

1. Friendship is **grand**.
2. When we go through life hand in **hand**.
3. Friendship is a lovely **heart**.
4. When we go through life never **apart**.

**3-3-2. Sprung Rhythm:**

Sprung Rhythm is described by the regulation of the number of the accented syllables, and giving freedom to the number of the unstressed syllables and the emphasis of this type of verse is on the number of stress or beats, it has so many strong beats or stressed syllables.

**Example :**

Din'g Don'g Béll ;

Pu'ssy's in' th'e wéll.

**3-3-3. Metrical Rythm :**

It is the contrary of the Sprung Rythm, the Metrical Rhythm has constant number both for the stressed and unstressed syllables, so in this kind of verse, the pattern is more well organized since the units number of stressed and unstressed syllables are carefully controlled. It is generally marked as: S'= with /S / for the unstressed and /' / for the stressed one.

**Example :**

**Iamb, or iambic rhythm:** an unstressed followed by a stressed syllable. Iambs are the most common meter.

Example: My life closed twice before its close.

**Trochee rhythm:** a stressed syllable followed by an unstressed syllable.

Example: Tiger! / Tiger !/burning /bright.

### **3-3 . Pitch and Intonation:**

#### **3-3-1. pitch :**

Is the degree of lowness and highness of tone in each syllable , while intonation is the going up and down of Pitch over different syllables.Hence, if Pitch is considered as note in music,intonation is the melody therefore,the use of Pitch and intonation is important in speaking and even in poems because they make oral language more interesting .

Pitch is divided into four types which are marked by numbers ;they are low pitch,normal pitch,high pitch,extra pitch.

Low pitch is marked as number 01

Higher pitch is the highest number 03

Middle pitch is marked as number 02

#### **3-3-2.Intonation:**

As the pitch refers to the degree of high or low tone on a syllable, intonation is the flow, the music and intonation is sometimes called the melody of speech. WHY melody? Because when you use intonation in your discourse, your sentences will be more interesting Intonation makes the speaking livelier and not annoying.

As it is divided into three types which are: the higher low falling intonation, rising intonation and higher normal sustained intonation.

##### **1- The falling intonation :**

It is used for orders, prohibitions and question word questions.

This kind of intonation usually use pitch levels /2/, /3/ and /1/ in a sentence (marked by ( 2 3 1) and sometimes use pitch levels (3) and (1) only for one syllable or two syllables utterance ( marked by 3 1 )

##### **2- The rising Intonation :**

1-Yes /No questions: Shall we sleep now?

2-Polite requests: Please. Come here.

3-Statements: Good afternoon.

##### **3- High normal sustained Intonation :**

It describes how the voice falls and then rises: I need a pen

#### **4-Principales of English pronunciation :**

In English pronunciation, every teacher has to follow the following principles in order to find good results which are:

1-Let know learners how to describe pronunciation and how language sounds are physically -articulated. Phonetic or phonemic symbols, diagrams of the mouths can be helpful here (Wharton and Race, 1999).

2- Register your learners discourse and let them listen to their recordings: they can hear features of their pronunciation that they cannot notice while speaking (Wharton and Race,1999),so this can help for working on weak areas consciously. This could be done in the form of the oral dialogue (Allan 1991: Duke-Luy, 1987 ;Goodwin,1988)

3-Be aware of your own pronunciation: the accent could be unlike the Received Pronunciation, which your learner may think to be right.

4-Create a non-threatening relaxed and confident-raising atmosphere in your class:

5-Use suggestopedia methods, tuning in English techniques like « Put on your English shoes » « what i can do in English », Relaxation (Laroy, 1995:19-20)

6-Teach pronunciation a little at a time:

7-Make it five to ten minutes of every course and it is necessary that you don't make errors to become fossilized with learners.

#### **5-The importance of English pronunciation :**

Pronunciation in English is a very important thing in all the world and one of the basic requirements of learners' competence ,because wherever we go we find people talking English that's why it should be good and correct.Moreover,Pronunciation is all about making your sound clear and easy to understand and by using the correct sounds when you speak, others can quickly understand what you're trying to say.

In addition,learners with good English pronunciation are likely to be understood even if they make errors in other areas, whereas learners with bad pronunciation will not be understood, even if their grammar is perfect.

Such learners may avoid speaking in English, and experience social isolation, employment difficulties and limited opportunities for further study. We judge people by the way they speak, and so learners with poor pronunciation may be judged as incompetent, uneducated or lacking in knowledge. Yet many learners find pronunciation one of the most difficult aspects of English to acquire, and need explicit help from the teacher. Therefore, some sort of pronunciation instruction in class is necessary. Furthermore,all learners must focus on pronunciation because they need it everywhere in the world and use all necessary authentic materials in order to ameliorate their pronunciation.

English pronunciation is one of the most difficult skills to acquire and learners should spend lots of time to improve it ( Pourhosein Gilakjani, 2016).

Furthermore, Good pronunciation leads to learning while bad pronunciation promotes to great difficulties in language learning (Pourhosein Gilakjani, 2012).

Meanwile,The goal of pronunciation instruction is not to ask learners to pronounce like native speakers. Instead intelligible pronunciation should be the real purpose of

oral communication. If learners want to change the way of pronouncing English words, they have to change the way they think about the sounds of those words. This is true both for individual sounds and the bigger parts of speech such as syllables, stress patterns, and rhythm.

## **6 - Difference between Spelling and Pronunciation :**

### **6-1 Pronunciation :**

pronunciation is the act or result of producing the sounds of speech, including articulation, stress and intonation, often with reference to some standard of correctness or acceptability.

It is the way we speak the language ,the way we pronounce words of language Homby,1987 ;497).

Gilakjani (2012 :119) states that pronunciation is a set of habits of producing sounds.

Harmer (2007,p.1) defined pronunciation as the way the sounds of a language are made,the way how and where the word stress and sentence stress are placed,and the way how pitch and intonation are used to indicate our feeling and our meaning.

Cook (1996 as cited in Pourhosein Gilakjani, 2016) defined pronunciation as the production of English sounds.

Pronunciation is learnt by repeating sounds and correcting them when produced inaccurately.

Pronunciation is the production of a sound system which doesn't interfere with communication either from the speakers' or the listeners' viewpoint (Paulston & Burder, 1976).

Pronunciation is the way of uttering a word in an accepted manner (Otlowski, 1998). Furthermore, Richard and Schmidt (2002) defined pronunciation as the method of producing certain sounds.

### **6-2 English Spelling:**

However, Spelling is a complex written language skill,which requires a learner to possess a number of language abilities,including phonological,morphological,visual memory skills,semantic relationships as well as adequate knowledge of spelling rules (Staden,2010) .

Louisa Moats says that spelling is a visible record of a child's language processing and gives us what a window into what a child understands about word structure and speech sounds.

According to linguistics expert David Crystal, « English spelling is difficult,but is not as chaotic as is often claimed'(Crystal,2013,p.6).

According to Oxford University (2008) spelling is the way or the process of writing words. English Spelling is the combination of letters to form a written word, linguistically; it is process of correct writing with the appropriate letters. However, it considers as a standard language. Spelling is the person ability to spell words in correct way by using the acceptable letters. Furthermore, English Spelling is the easier complex method of writing in which it is difficult and easier in the same time according the person ability.

### 6-2-1 Spelling Rules In English:

Words are not spelled as they are pronounced, it is followed by some basic rules and these rules are followed by the majority of English users. Spelling rule is a guideline or principle which helps the writers to spell words accurately. It makes the person write in order way.

### 6-2-2 Prefixes and Suffixes:

They are sets of letters that are added to the beginning or the end of another word to create new words with different meaning and most of time prefixes and suffixes make the contrast of the word. Prefix is an element that takes place at the beginning of the words whereas suffix is one letter or more that is added at the end of the word.

#### Examples:

Prefix	Suffix
Happy= <b>Un</b> happy	Hope= <b>ing</b>
Legal= <b>Il</b> legal	Change= <b>able</b>
Like= <b>Dis</b> like	Courage= <b>ous</b>
Patient= <b>Imp</b> atient	Like= <b>ly</b>
Agree= <b>Dis</b> agree	Care= <b>ful</b>
Correct= <b>In</b> correct	Use= <b>ful</b>
Aware= <b>Un</b> aware	Peace= <b>ful</b>

### 6-2-3 Doubling Consonant:

It is a method used to double the letter to create a perfect word. It is the most difficult aspect of English spelling and it is one of the biggest challenges that English learners face. The most errors committed by students are caused by doubling consonant. 1.9.3. Silent Letters Silent letters cause problems for both native speakers and English learners, because silent letter makes the spelling of words different from their pronunciation.

### 6-2-4 Silent letters:

Cause problems for both native speakers and English learners, because silent letter makes the spelling of words different from their pronunciation. It can change Chapter one : English Pronunciation and Spelling 13 the pronunciation of the words.

So, silent letter is the letter that has written form but it does not pronounce, it makes a huge difference to the meaning of the word.

#### Examples :

Silent b: climb, comb, crumbs, debt, doubt, numb, subtle, thumb, tomb.

Silent d: Wednesday, sandwich, handsome, edge, bridge.

Silent k: kneed, knife, knight, knot, knock, know.

Silent l: would, should, calf, half, salmon, talk, yolk.

Silent n: autumn, column, condemn, damn, hymn, solemn.

### 6-2-5 Words Ending

Words ending are either letters or syllables added to the word to create new words. Some spelling rules are worth learning; others are too complicated or have too many exceptions.

### 7-Difference between British and American pronunciation and spelling:

British and American English are two different languages and they differ in the way of pronouncing words. The difference includes the way of thinking and the way of expressing their needs. Those differences also include different things and the most important one is pronunciation, spelling, grammar as well as vocabulary.

#### 7-1 Pronunciation:

Both British and American English pronounce words differently, they have different accent, so they pronounce words in different manner. Both accents differ in the quality and the voice. According to Oxford University dictionary accent is all about the way in which people differ in pronouncing words, it is related to the region for example, they also differ in the pronunciation of individual words of lexicon, vowels and consonants, and change in stress. Their pronunciation obscure people especially the learners, the majority of them use both British and American pronunciation in the same time without any notion that they are using both languages.

#### 7-2 Spelling:

There are a few major spelling differences between British and American English, because British English has generally kept the spelling of words as it has taken from other languages

However, American English has changed or adapted the spelling to reflect the way that sound is said. British and American writing system are different, they spell words according to their instructions. Both use different writing system according to the rules of the community.

In spelling differences, we can follow three rules:

1-In U.K most words ending with –our-whereas in U.S.A are spelt without –U-

British English spelling	American English spelling
Behavior	Behavior
Colour	Color
Favour	Favor
Confour	Confor
Neighbour	Neighbor

2- Most words ending with –re-in British, but in American are spelt with –er-

British	American
Centre	Center
Fibre	Fiber
Litre	Liter
Parametre	Parameter
Cabre	Caber

3-British English verbs ending with-ise- whereas ending with -ize- in American

British	American
Characterise	Characterize
Specialise	Specialize
Analyse	Analyze
Catalyse	Catalyze
Organise	Organize

### 7-2-1 Grammar:

Over time, Grammar is changed and its rules also are modified continuously, British American Grammar is separately different. The tense is used differently and the use of prepositions too. American speakers use the present perfect tense more than British speakers of English, because it seems easy to express the needs with simple method in addition to the use of preposition as well.

### 7-2-2 Vocabulary:

There are many differences between American British English. However, the most complex and hard one is vocabulary, it is so complicated for English learners and it is considered as one of the complex element of learning English, because language itself is hard and vocabulary is characterized by its difficulties too. British and American vocabulary is different; each language has its own words and its characteristics.

As a result, there are many differences between American and British English. Both Americans and Britons know about these differences. Sometimes, they find themselves too much terrible when they go on holidays; they find difficulties in interacting and expressing their needs.

The most important thing is to remember and decide which type of English you are going to use and stick with it.



## **8-Pronunciation problems and difficulties:**

### **8-1. Pronunciation problems:**

Good and correct pronunciation is the wish of many learners and not every student has a good pronunciation that's why most of them are facing problems which are related to their sounds. However, the major problem of English speakers is the sounds replacement. Most of the time, they produce or use their language sounds to express their needs, for example, they replace / p/ with / b/.

Some linguistics factors are explained by some researchers such as the difference of sounds system between L1 and L2, the unconsciously of some sounds in English language, the mother tongue interference and the influence of spelling on pronunciation.

Alkhuli (1983) noticed that Arab students confuse in the use of /p/ and /b/ and this is directly related to the influence of their mother tongue, so they commit such errors until the mastery of L2 sounds. As a result, L1 of the teacher affects his L2 too as a result of L1 transfer. So, the learner surely meets some problems.

Alkhuli (1983) argued that the main problem in teaching and learning English pronunciation comes from the difference between sound systems. Learners face different difficulties, because of the linguistics backgrounds and English pronunciation is not an easy task.

In Arabic, each letter illustrates only one sound, so it is more easier to read any written text whereas in English, there is difference in the sound system and it is difficult to read something (in the L1 and L2), because learners transfer their mother tongue firstly.

Many Arabic learners replace sounds that do not exist in their mother tongue, because their organs speeches are different.

As a result, Arabic language has twenty-eight (28) letters and the whole category represent one sound only whereas English language has twenty-four (24) consonants; therefore there are forty-four (44) phonemes.

It is hard to pronounce any foreign (new) sounds with its exact accent, simply because sounds are firstly the practice of the first language. One of the major problems is the influence of spelling on pronunciation.

In Arabic, students can easily pronounce words by just looking at how they are written.

In English, there are some words which are written with different way, but they have the same pronunciation. For instance, the words «rain », « rein » and « reign », they are pronounced in the same way. « Rein »; for the learners who do not master pronunciation well, it is difficult to pronounce and they pronounce each word by looking at its spelling. Consequently, they mispronounced them, because they do not know the difference between sound and spelling.

There are some words with silent letters which make problems for the learners for example, the silent /k/ is not pronounced in words like “knee“, know“, knight“, knife“.

The learners who do not know the correct pronunciation, they directly pronounce them with /k/. As a result, English spelling lead the learners to deduce wrong pronunciation from words spelling. English pronunciation is famous by its difficulty that's why learners should be aware about pronunciation rules.

## **8-2 Pronunciation difficulties:**

Pronunciation plays an important role in our personal and social life. Pronouncing a foreign language is somehow difficult, it is linguistically a cognitive side. However, there is no simple answer to explain why pronunciation is difficult. Most disadvantageous thing of communication process is the pronunciation of the learners neither vocabulary neither grammar.

There is a difference between pronunciation and speaking, the former considers as a sub-skill of speaking. It is not easy to change the learners' way of pronouncing words, because we need to change the thinking way about sounds of those words.

There are some important factors that affect the pronunciation learning which are as following:

### **8-2-1 .Accent:**

In general, accent shows where the person is from regionally, it is all about how speaker's accent differs. The difficulty of accent related to the person region and how they pronounce and use their accent.

Students face difficulties with the sound that does not exist in their language; each one has its different accent and they confuse between sounds. Accent differs between the learner language sound and the second language sound.

### **8-2-2 .Intonation and rhythm:**

Stress, intonation and rhythm are affected by intelligibility. They are supra-segmental features. They are an important element in English spelling.

Intonation has its sound parts, stress is complex concept and rhythm is the movement in speech which is marked by stress.

Stress, intonation and rhythm affect the pronunciation.

### **8-2-3 Motivation and exposure:**

Learners are motivated to learn and improve their English especially pronunciation, they hope to speak English well, learners simply desire to improve themselves and be effective and perfect. If motivation does so, learners can be highly experienced about pronunciation.

Experience has a positive influence on learners' motivation about the language. In addition, the teacher must focus on pronunciation and accent while explaining the course and should listen to each of his students to see the different pronunciations, he should encourage and push them to speak English inside and outside the classroom and learn them the structure of those interactions.

Both motivation and exposure are very important, because learners who are motivated towards learning English, they achieve good results in pronouncing words as well as in participating during class lessons.

Good pronunciation can be controlled by the learner itself, so motivation is one of the effective and perfect factors for acquiring pronunciation. Mohammad Reza Ahmadi (2011.p. 76.).

#### **8-2-4 Mother Tongue Influence:**

Generally, learners transfer their first language into the second language to express their ideas and needs and this transfer causes incorrect pronunciation of English words, therefore it influences on the sounds, rules, stress and intonation of the second language.

The sound system (of the native language) can influence the learner's pronunciation of the second language (English), so learners may not be able to produce or even perceive the sound.

#### **9-Pronunciation Errors committed EFL learners:**

Pronunciation is the most important thing and the most difficult problem that the non-native speakers face in their English study. It refers to the ability to pronounce correct English words .During a conversation, the native speakers notice the mispronounce words that are committed by non-native speakers. Grammar and vocabulary are also important, but pronunciation more.

The majority of English learners make serious errors in addition to the phonological, lexical and spelling errors and they are not even aware about the pronunciation errors they make.

Most of the learners believe that the main difficulty when speaking English is pronunciation, because the letter includes individual sound, sound segments and it plays a key role in communication.

In English, learners commit serious errors when they deal with pronunciation, some Arab Learners of English confuse between /p/ and /b/; /f/ and /v/ .As a result, the main cause is the influence of the native language (Arabic) on English language.

Learners'' errors are something continuously at any process of learning; it is considered as a step of learning acquiring another language (second language).

In English pronunciation, there are two types of pronunciation errors: mistakes and errors.

Mistakes are the incorrect performances or achievements of the learner that can be made by even native speakers while errors are systematic and it shares the learner gaps.

Mistakes are disorganized and non-systematic situation that may happen in the native languages of a speaker. Whereas errors are systematic occurrences in the use of the L2 and it is compared to the correct use of the native language to show the gaps and the feedback of the language.

Burt and Kiparsky (1972) classified errors into global and local; he argued that global errors are different from local errors. Local errors simply are as in the omission of third person singular which means it is all about the neglecting of the second language learner while global errors would be the wrong order in a sentence and it is committed by both native and non-native speakers.

Students cannot be self correct errors.

Pronunciation is the most important thing and the most difficult problem that the non-native speakers face in their English study. It refers to the ability to pronounce correct English words .During a conversation, the native speakers notice the mispronounce words that are committed by non-native speakers. Grammar and vocabulary are also important, but pronunciation more.

Moreover, English as a Foreign Language (EFL) learners often make specific pronunciation errors due to the influence of their native language and the differences in phonetics and phonology between English and their mother tongue. Some common pronunciation errors committed by EFL learners include:

1. **Vowel Sounds:** EFL learners might struggle with English vowel sounds, especially those that do not exist in their native language. For example, the distinction between the short "i" and "ee" sounds in "ship" and "sheep" might be challenging for speakers of certain languages
2. **Consonant Sounds:** Some consonant sounds in English may be difficult for EFL learners. For instance, the "th" sound in "this" and "that" is often problematic for speakers whose native languages lack this sound.
3. **Word Stress:** English is a stress-timed language, meaning certain syllables within words are stressed while others are less emphasized. EFL learners may have difficulty identifying the correct stress patterns in words, which can lead to miscommunication
4. **Sentence Stress:** In addition to word stress, English also employs sentence stress, where some words are stressed more than others in a sentence to convey meaning and emphasis. EFL learners may struggle with using appropriate sentence stress
5. **Intonation:** English uses intonation patterns to convey emotions, attitudes, and sentence types (e.g., questions vs. statements). EFL learners might have challenges in using the correct intonation in speech
6. **Linking and blending:** EFL learners may have difficulty linking words together in connected speech, leading to unnatural pauses between words or syllables.
7. **Final Consonant Deletion:** Some EFL learners omit the final consonant in words, especially if their native language doesn't have many final consonants
8. **Overgeneralization of sounds:** Learners may apply the pronunciation rules of their native language to English, leading to errors. For instance, pronouncing all "e" sounds as /e/ or all "r" sounds as /ɹ/.
9. **Intrusive sounds:** Some learners may insert extra sounds between words, especially when there are consonant clusters that are not present in their native language
10. **Homophones:** EFL learners might confuse words that sound similar but have different meanings, such as "sea" and "see," "there" and "their," or "buy" and "by"
11. **Rhythm and pace:** EFL learners may struggle to adapt to the natural rhythm and pace of English, which can affect overall fluency and comprehension.

It's important to remember that these errors are a natural part of the language learning process, and with practice, exposure, and guidance, EFL learners can improve their pronunciation and communication skills in English. Patience, encouragement, and a supportive learning environment are essential in helping learners overcome these challenges

## 10 -The difference between spelling errors and spelling mistakes :

According to Oxford University Press (2008) Spelling error is when there is a mistake in the spelling of words, it is committed by students as it is an unaccepted error form of spelling word.

The difference between Arabic and English writing system may be one of the major reasons of students spelling errors and the reason in which these latter are committed is because of their mispronunciation.

According to Press University (2008) Spelling mistakes is an act that is wrong, when there is an error in spelling. Spelling mistakes are easy to make but are not always easy to notice whereas they are unnoticeable by the learner. In addition, Spelling errors and spelling mistakes are two separated methods that most of people commit consciously or unconsciously.

Common misused words: Accept/ except/ expect: each word of them has a different meaning. Accept which means that to consent or take willingly while except means other than and expect which means that to consider probable.

Examples:

- The policeman **accepted** the offer to address the strikers.
- Everyone **accepts** for the elderly and infirm, must vote.
- Most people **expected** the popular party to win the election.

Could have / could've: in which there are no such could of, should of or would of.

Could have: which means that may be, while **could've** means a contraction of could have.

- The election was so close that either party **could have** won.
- The election **could've** been won by either party.

Then / than: in which each word has a completely different meaning.

Examples :

If the party wins, **then** they will be in power. Then which means that at that time, next or consequence.

- The party won the election by larger numbers **than** was expected. Than is used for comparison.

## 11- Homophones, Homonyms and Homographs:

Homonyms, homographs and homophones are a category of words that can be confusing because of three things: spelling, pronunciation and meaning.

Homophone is a word that is pronounced the same as another word but differs in meaning. It may also differ in spelling however, homonyms are two words that are spelt the same with the same sound, but they have different meaning.

The word „homo“ which means the same, and the suffix nym which means name, for example, pen is a holiday area for animals and writing instrument as it has characteristics of both homophones and homographs. Homographs are words that are spelt the same as indicated by the suffix graph which means writing.

For example, **tear** and **tear** means drops of water from the eyes or to trip paper into piece so, Homophone has the same pronunciation, homograph has the same spelling and homonym has both the same spelling and pronunciation.( Oxford University Press 2008).

**Examples of homophones:**

- To; two; too.
- Scent; sent; cent.
- Passed; past.

**Examples of homonyms:**

- I will park the car outside.
- We are going to the park.
- Our team played a match on Sunday.
- We need a match to light the fire.
- Do not waste the paper.
- My waist is too tiny.

**Examples of Homographs:**

- You can polish my shoes.
- My teacher is polish; he comes from Warsaw.
- Did you tear in the paper?
- Do you have a tear in your eye?

**Conclusion :**

Throughout this research, the main conclusion is that English Pronunciation is one of the major difficult parts of English Language Teaching. The major cause of pronunciation errors is the student' unawareness about the rules of pronunciation, they just speak without having any simple idea about how words are pronounced. Our aim in foreign language teaching context , of course ,not to pronounce as native speakers do, but to try promoting their pronunciation through using authentic materials that could help them ameliorate approximate them in pronouncing the words effectively. Thus, learners are expected to be capable of being understood by a variety of listeners.

# CHAPTER TWO

## **Chapter two: Overview about the use of authentic material for EFL class.**

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## **Introduction:**

In language teaching, materials are anything that can be used by teacher or learner in order to help the learning and teaching operation.

Authentic materials are of vital importance in language classrooms in general. Indeed, the term authenticity is approached by various authors. Firstly, material is all what is used to help to teach language learners. The selection of material involves matching the given material with the context in which they are going to be used and the needs and interest of the learners. Authentic material has to fulfill some features in order to achieve the teaching objectives. One can judge material authenticity by its relevance to the learners' needs, its applicability in real-life situations, its truthfulness and its updating.

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching and have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes. Generally, what this means is that authentic materials involve the language that naturally occurs as communication in the native speaker contexts of use, or rather in the selected contexts where standard English is the norm: real newspaper reports, real magazine articles, real advertisements, cooking recipes, horoscopes, etc. Most of the teachers throughout the world agree that authentic texts or materials are beneficial to the language learning process, but what is less agreed is when authentic materials should be introduced and how they should be used in an EFL classroom.

Therefore, in this chapter, we will shed light on the importance of authentic materials in teaching English as a foreign language in classrooms, but first we will give general overview about them and identify some of their sources, then we will deal with their advantages and disadvantages as well as, factor to consider when selecting them.

### **1. Authentic materials:**

Authentic materials are slightly different in literature written by different researchers of language. Rogers (1988) defines authentic materials as “appropriate” and “quality” in terms of goals, objectives, learner needs and interest and “natural” in terms of real life and meaningful communication. Harmer (1991) defines authentic texts as “materials which are designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language”. Jordan (1997) refers to Tamo, D. 2009: *The Use of Authentic Materials in Classrooms* LCPJ 2009 75 Volume 2 / 1 authentic texts as “texts that are not written for language teaching purposes”. Peacock (1997) describes authentic materials as materials that have been produced to fulfill some social purpose in the language community. What we understand that is common in these definitions is “exposure to real language and its use in its own community” (Widdoson, 1990), in other words it is the benefit that students get from being exposed to the language in authentic materials. In short, “authentic materials are materials that we can use with the students in the classroom and that have not been changed in any way for EFL students. A classic example would be a newspaper article that is written for a native-English-speaking audience”

(Sanderson, 1999). Bringing authentic materials into the classroom can be motivating for the students, as it adds a real-life element to the student's learning experience. Authentic materials is significant since it increases students' motivation for learning, makes the learner be exposed to the "real" language. Of course, we should always remember that we should bear in mind the task, as well as the material.

## **2\_Sources of authentic materials in EFL courses:**

In today's globalized world the most commonly sources used are newspapers, TV programs, magazines, the internet, movies, songs, brochures, comics and literature..., so we move in detail to see some sources of authentic materials and their impact on teaching foreign language.

**2.1. Literature:** As cited in Mishan (2005, p. 97) that, the definition of literature is "writing that are valued for their beauty of form, specially novels and poetry and plays etc." according to him the use of literature in language learning vied in the context of increasing attitudes and approaches to the study of literature in the native speakers community. The literature as a source of authentic material has advantages in learning foreign language. Mishan (2005, p. 100) argues that literature can be used with all students 'levels, to link cultures and to enhance students' knowledge of the target language and its culture. In using any kind of literature text, the focus should be on teaching language not literature.

**2.2. The Broadcast Media:** As a tool for language teaching media, printed or broadcast ones; have always been used to facilitate the task of language learning. In addition, it consist many genres in commons vied in Mishan (2005, p. 132) that, "the broadcast media offer the most diversified set of genres."

### **2.3. Television:**

According to Oxford learner's pocket Dictionary, Television is "pies of electrical equipment with a screen on which you can watch movies and sounds."Moreover, Mishap (2005)states that the teacher need to be aware when using television for language learning create a medium when learner probably the most familiar, so be aware about the formulas of such programs, the sort of topics to expect and the language register. It means that, television as an authentic source providing foreign language learners with target language and developing such skills. Television as a universal medium relates learner with the target culture language as it is in host community, it enable them to see their traditions, relations with each other. Television enriches students' English vocabulary, lexical power, and enhances their listening skill when it enables them to see their linguistic features.

### **2.4. Newspaper:**

Mishan (2005, p. 154) stated that, "Newspaper is probably the best single source of information about the contemporary culture of country." It means that learner can be able to identify the English language culture from newspaper color, size, headlines, text, and photographs. With newspaper, they can feel personal involvement with events that surrounds target language.

Mishan(2005,p.161) argues that, newspaper in classroom can be a product of motivation. When students encouraged acquiring the linguistic complexities of these language in this product. Therefore, newspaper is an authentic material that makes the learners more focus and closer to the language in context. It provides them with strategies dealing with difficult text.

### **2.5.Songs:**

Music is an excellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs anytime, everywhere, which helps them to learn new authentic language expressions while entertaining themselves. (Mishan 2005, p. 196) Therefore, all teachers around the world tries to provide some authenticity in their classes and they are looking for the songs as a pattern which makes learners practice pronunciations as it is in real language and improved their listening skill.

Morales (2007 cited in Castro Vilada 2009, p. 17) suggests that evidently, music provides meaningful content for EFL students to learn many aspects of the target language in regards to language usage in a real context. In other words, Tourki (2013) stated that, students would potentially internalize the elements of culture presented in the song as well as they enjoy with song lyrics that has combined with a melody.

### **2.6.ICT:**

according to Mishan (2005, p. 241), ICT has a great excitement on notion among the language teaching community, the most source of authenticity in classroom is internet technology. In **2.6.1.internet EFL courses**

“It is a computer- based global system [...] the internet has made it possible for people all around the world to communicate with one another effectively and expensively.” Microsoft Encarta Premium (2009).

### **2.6.2.Web Sites:**

Using web as an authentic source is a useful starting point in language learning when it offer sites that contain materials produced from a native speaker like: songs, poetry, newspaper, commercial and informative sites. In addition, Tourki (2013) suggested that online newspaper and chat rooms give opportunities for students to read authentic materials that could provide them with cultural knowledge and they allow them to visit many sites to look for the language in real context.

### **2.6.3. E-Mail:**

Is widely used Internet application that enables individuals or group of individuals to exchange messages from one user or more recipients via the internet.

## **3-Types**

Authentic materials are print, video, and audio materials that students encounter in their daily lives, such as change-of-address forms, job applications, menus, voicemail messages, radio programs, and videos they watch on the internet, etc. Authentic materials are not created specifically to be used in the classroom, but

they make excellent learning tools for students precisely, because they are created for a real life purpose of informing the contents to people.

Teaching materials are a very essential part of teaching and learning a foreign language. Currently , the resources for teaching materials are available for everybody. Gebhard (1996) affords the most common authentic materials in an EFL context. They guarantee the practices in planning and delivering a language lesson:

### **3.1. Authentic Audio Visual Materials:**

Today schools are equipped with various audio visual materials such as videos, computers, projectors, magic boards and others. Teachers should adopt these materials when teaching. Indeed, they should include the appropriate material to use while planning their lessons. For instance, while a computer in any e-lesson or a lesson about designing a website or an internet page about their school. Whereas, an overhead projector in presenting writing drafts for 16 classroom correction or to read. Moreover, Videos, TV shows are the most attractive since they add semiotic meanings to language i.e.in addition to the linguistic content, TV shows provide pictures and notions that add other meanings and give the exact intended meaning .It helps for more concentration and development of body language.

All of these materials can help or enhance the learners to see and hear English language which in turn makes them more interested and feel more motivated.

Another authentic listening material is

### **3.2. Radio news:**

Using real time radio enhances the listening skill since it offers different topics in real ways; it is a good source for both extensive and intensive practices

### **3.3. Authentic Visual Materials:**

Photographs, drawings, slides, signs, post cards etc.

### **3.4. Authentic Printed Materials:**

It enhances the writing skill by suggesting the graphic forms of the structures and matching them with pronunciation. This could help learners avoid many errors and irregular forms of English, So it raises their self-confidence, here some other printed materials such as news paper articles , reports , lyrics ,menus , brochures , catalogues , maps ,comic books.

### **3.5. Realia (real objects):**

Bringing real objects to the classroom can avoid the use of the mother tongue and translation each time. It promotes the strategic competence of the learners and their memorization . Realia and flash cards are considered as important tools in teaching especially a foreign language, since they play the role of a facilitator in teaching new vocabularies, they are very helpful. In addition , realia is an authentic material that helps the teacher to overcome classroom artificiality.

Different types of Authentic materials suit the different learning styles that are shown by adult learners who in their turn need to immediately use what they have learnt in real-life or realistic situations. In this stage, we have to carefully select the

adequate material for every age and background knowledge.

All of these materials can help or enhance the learners to see and hear English language which in turn makes them more interested and feel more motivated.

#### **4-Courses taught through authentic materials:**

Refers to language courses that use real life materials like newspapers ,magazines, films, and TV shows to teach language skills .here are some courses that can be taught using authentic materials :

##### **4.1-Reading and writing:**

This course can be taught using authentic materials such as newspapers, magazines, and online articles. Students can learn how to read and understand different types of texts, and how to write responses and summaries.

##### **4.2-Listening and speaking:**

This course can be taught using authentic materials such as podcasts , TV shows, and movies ,as well as ,students can learn how to understand spoken language ,identity main ideas ,and respond appropriately.

##### **4.3-Business English:**

This course can be taught using authentic materials such as emails, memos, and reports .students can learn how to communicate effectively in a business setting, understand industry –specific language, and prepare for interviews.

##### **4.4.-Culture and society:**

This course can be taught using authentic materials like literature, art, music, and films .students can learn about the customs, traditions and values of different cultures, and how to communicate with people from diverse backgrounds.

Using authentic materials in language courses can make the learning experience more engaging and meaningful for students .It allows them to connect with the language in a real-life context and develop their language skills in a more natural way .

#### **5-Learners attitudes toward authentic materials:**

Since authentic materials reflect natural and appropriate target language and culture the teacher has to think of best ways to incorporate them to maximize student understanding. To engage students in the classroom means to make them interested in an activity and want to work hard so that they feel positive when they finish a task. It is realistic that teachers support their students to experience learning activities as meaningful and worth; the teacher can encourage this by stimulating students to engage in the activities with motivation to learn and intend benefits from them.

Making your Classroom Attractive to Students is an essential point that should be taken into account. Moreover, the personality and the behavior of the teacher in classroom can become the most powerful and motivational tool. This can be categorized with different characteristics that make learners enthusiastic, well-liked and other qualities that indicate the personal adjustment. Teachers' attempts to socialize students will have positive view and effects to the extent that students admire their teacher, worth teachers opinions. Moreover, the sense of belonging to the classroom tends to be high and significant when students perceive their teachers involved with them. Brophy (2010) b. Emphasize Authentic Activities The teachers must be aware of potential application of powerful ideas when selecting and performing learning activities to allow the students learn through engagement in authentic activities. Brophy (2010) asserts that , Most practice should be occur within whole task applications rather than be confined to isolated practice of sub skill all students should learn how and why knowledge was developed in addition to acquiring the knowledge itself should have opportunities to apply what they are learning to their own lives9”(p.32). Simply this illustrates that authentic activities offer chances to build knowledge at the same time focus on both the content and the instructional elements. It allows the students use what they are learning for authentic purposes.

## **6-Advantages of using authentic materials**

Using authentic material in the classroom, even when not done in an authentic situation, and provided it is appropriately exploited, is significant for many reasons. Some of them are:

- Students are exposed to real discourse, as in videos of interviews with famous people where intermediate students listen for gist. They provide exposure to real language .
- Authentic materials have a positive effect on learner motivation.
- “Authentic materials keep students informed about what is happening in the world, so they have an intrinsic educational value. As teachers, we are educators working within the school system, so education and general development are part of our responsibilities” (Sanderson, 1999).
- Textbooks often do not include incidental or improper English.
- Authentic materials create a sense of achievement; it may be inspirational for some students.

Their use provides learners with various activities and tasks. “Language is reflected into material.” Therefore, there is a wide choice of styles, genres, and forms of authentic text.

Authentic materials motivate students in many sides reading, more than that, their listening skill.

- The same piece of material can be used under different circumstances if the task is different.
- Language change is reflected in the materials so that students and teachers can keep abreast of such changes.
- “Reading texts are ideal to teach/practice mini-skills such as scanning, e.g. students

are given a news article and asked to look for specific information (amounts, percentages, etc.), basic students listen to news reports and they are asked to identify the names of countries, famous people, etc. (ability to detect key words)” (Martinez, 2002).

- Books, articles, newspapers, and so on contain a wide variety of text types, language styles not easily found in conventional teaching materials.
- . • Authentic materials can encourage reading for pleasure because they are likely to contain topics of interest to learners, especially if students are given the chance to have a say about the topics or kinds of authentic materials to be used in class.
- Authentic materials support a more creative approach to teaching.

### **7-Disadvantages of using authentic materials:**

We can claim that learners are being exposed to real language and they feel that they are learning the “real” language. These are what make us excited and willing to use authentic materials in our classrooms, but while using them, it is inevitable that we face some problems.

The disadvantages mentioned by several researchers are:

- Authentic materials may be too culturally biased, so unnecessarily difficult to be understood outside the language community.
- . • The vocabulary might not be relevant to the student’s immediate needs.
- . • Too many structures are mixed so lower levels have a hard time decoding the texts.
- . • Special preparation is necessary which can be time consuming.
- Too many different accents can be heard which can cause some confusion .
- The material can become outdated easily, example: news.
- There are many headlines, adverts, signs, and so on that can require good knowledge of the cultural background.

Special preparation is necessary of the text and activities is often time Consuming.

Accents and dialect are varies in listening.

The material can become outdated quickly such as news.

In conclusion, we can say necessary that any kind of teaching materials should meet the learners’ needs, and it is logically that students face some difficulties with those materials. Therefore, to reduce those difficulties we should put fellow some criteria and considering factors when selecting and applying authentic materials.

### **8-Factor to Consider When Selecting Authentic Materials:**

According to the difficult of authentic task, many elements are involved for choosing and implementing the material to succeed in teaching foreign language and meet learners’ needs and interests. In selective text for classroom, Hedge (2000, p. 245) stated that “One solution to this problem for teacher to expose learners to authentic text is to choose conversation with clear setting, role, relationships, topic and structures.” Besides, he proposed another solution that is to take flexible approach to the concept of authenticity.



## **8.1- Criteria for Selecting Authentic Materials:**

According to Seguni (2009, p. 46) for an effective material, some criteria have to be taken in consideration such as:

### **8.1.1- Authenticity:**

The selected material should serve communicative goals. It means that the text should be authentic.

### **8.1.2-Accessibility:**

The material should not be difficult for the learners to access and understand, as it should be suitable for the teacher to use.

### **8.1.3-Appropriateness:**

The selected text should take into consideration :the age, levels, needs and interests .In other words when the material is difficult to apply with beginner EFL learners, we should apply it according to learners' needs (job, travel...) as well as, it is necessary for teachers to know students likes and dislikes about authentic materials.

### **8.1.4-Applicability:**

The authentic materials should focus on the teaching context and achieve the objectives needed.

### **8.1.5-Adaptability:**

It is necessary for teachers to adopt some authenticity in their classes in interesting way to ensure the learner's comprehension. At the same level, Isalsson (2007, p. 14) stated that Benget makes clear that there are a number of factors have taken into account for the appropriate use of authentic materials in classroom. He stated that you have to check the course objective to make sure you rich all sides that learners are supposed to learn ,as well as, it is important to take into consideration what materials are attending. Another factor, it should be relevant to their future professions. Therefore, all those considerations should be taken into account by the teacher who is the responsible in adapting authentic materials in the classroom.

## **8.2-Learner's Autonomy:**

Authentic materials can foster learner autonomy and independent language learning. Consider materials that empower learners to explore, discover, and make connection between language and real –world context. Furthermore, they encourage learners to seek additional authentic materials outside the classroom to support their language development.

### **8.2.1-Language proficiency level:**

Authentic materials should be appropriate for the learners' language proficiency level. Besides, considering the complexity of vocabulary, grammar, and overall the language use in the materials. And ensure that the materials match the learner's abilities and provide an appropriate level of challenge.

### **8.2.2-relevance and interest:**

Where the teacher should choose authentic materials that are relevant and interesting to the learners. Consider their age, background, cultural Interests, and personal preferences. In additions to materials that align with their interests and experiences are more likely to engage and motivate them.

### **9. Authentic Materials and Students' Motivation:**

The term authentic material has always been associated with motivation simply because the process of learning and acquiring does not occur if there is no readiness or interest. Authentic materials in ELT are very important in the language learning process, because they are essential to motivate the students learning; besides. Motivation seems to be a primary goal for teachers to reach as a personal aim. Therefore learning is "an inside job" but motivating students is the primary task. Teachers can identify what is helpful when motivating and what affects students in their learning process. Thus, the creation of materials must be based on what makes students be motivated and interested to learn.

Here one has to be precise about the learners' true needs and their wants in order not to decrease their motivation. Duryea (2001) recognizes the importance of motivation in EFL learning 99 percent of language learners who really want to learn a foreign language (i.e. motivated) will be able to master a reasonable working knowledge of it as a minimum, regardless of their language aptitude (p. 2). Hence, motivation is taken in a given course. Gilmore (2007) believes that it is authentic material which can be great source of motivation because, authentic materials are inherently more interesting than contrived ones because of their intent to communicate a message rather than highlight target language (p.106). Moreover the need to implement authentic material in the language classroom is due to pedagogical difficulties that the foreign learner may encounter. Widowson (2003) asserts that some circumstances such as the expansion of vocabulary and the students' lack of native context and culture lead the teacher to think of ways of adapting materials to overcome such challenges. Rogers (cited in Akbari and Razavi (2016, p.02) states that the authentic materials should be qualified in terms of objectives learners' needs and nature of the meaningful communication.

### **10-Improvement of students' English performance through the use of authentic materials:**

Authentic materials provide real life examples of language used in everyday situations. They can be used to add more interest for the learner. They can serve as a reminder to learners that there is an entire population who use the target language in their daily lives .Moreover, authentic materials can provide information about the target culture and provide that culture's perspective on an issue or event. The rich language found in authentic materials provides a source of input language learners need for acquisition. In addition, authentic materials are considered as a motive to EFL learners' motivation. As a pedagogical items, they are helpful guides to enhance the learners' willingness of language learning. At the other hand, in

teaching grammar, authentic materials help the students to recognize the samples of English used by its native speakers in all kind of language use. Besides, authentic materials make learners be more communicative in classroom activities.

**Conclusion:**

Many researchers have conducted studies about the authentic materials. They support the use of authentic material and do have different views, but they have in common one idea: “exposure”, exposure to “real language and real life”, in other words, the benefit students get from being exposed to the language in authentic materials. The authentic materials should be used in accordance with the students’ level of knowledge and students should be helped by their teachers to overcome the difficulties they encounter.

For the student to learn a foreign language as it is by their owns the use of materials need to be exploited in classroom as much as possible, so, the use of authentic materials in teaching English as a foreign language have great importance. Utilizing authentic materials through technology in lesson environment, attract attention as it is showed in this chapter it have got many advantages in improving learner’s listening to vocabulary, pronunciation...etc, as well as it is a window into culture. So, authentic materials can be successfully incorporated into pedagogical context to develop learner’s level in English.

# Chapter three

## **Chapter three: field work**

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**“Research is an ongoing activity which is never totally complete because each piece of research raises additional questions for more research.” Seliger H.W. & Shohamy E. (2000: 2)**

**Introduction:**

Since the present chapter is regarded as the practical part of the work, all the data are analyzed and collected through the two methods (learners’ questionnaire, teachers’ interview). To achieve the reliability and the validity of the findings to confirm or infirm the hypotheses, the research is supported by using both the qualitative and quantitative methods. This chapter also presents the data interpretation, and proposes some suggestions and recommendations that will help to identify the effect of authentic materials on EFL learners’ pronunciation.

**1. Population:**

According to Nawaz (2005):

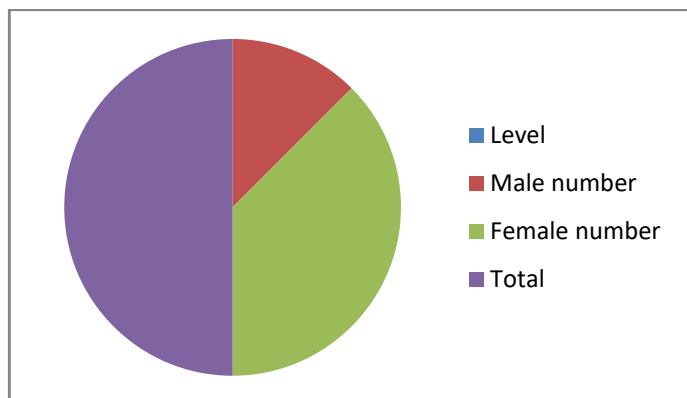
**“It can be defined as a selected sample of a population studied to gain knowledge of the whole” (p.25)**

The population engaged in this study is the following:

**1.1. Students**

This study take place at Ibn Khaldoun University of Tiaret, from the population of the students and teachers at the English department, 100 students from first year. For the sake of the globalization of the research outcomes, the prospect sampling (nonspecific) has been chosen. The reason behind choosing the first year students is because they rely more on their mother tongue more than others. The number of the students is in the table below:

Level	Male number	Female number	Total
1 <sup>st</sup> year LMD BA	25	75	100



**Table 01:** Students’ number

**Pie chart02:** Representation of scores illustrating Students’ number

## 1.2. Teachers

Ten EFL university teachers are invited to provide information to this research study in order to try to elicit information about their use of authentic materials with first year EFL classes and its influence on the student' oral performance in learning English . Depending on their availability; every teacher who could be reached is a participant. The total number is 10 (both permanent and contract teachers). For that; teachers should choose the best method to teach students and help them to improve their oral performance.

A pilot testing was conducted with 3 teachers who were not included as respondents in the main study. It helped the researchers to check the quality and the stream of items or to adjust the ones which did not serve the purpose of the study. In fact, this elective step comparatively progress the research design, it can be ensured that the user research occur smoothly and fluently, and significantly improve the productivity from the study.

## III.2.Data collection Tools

Interview, questionnaire and recording are used in this study as a data triangulation which is generally recognized as pertinent types of research tools to obtain valuable data. The interview is intended to analyze teachers' views about the use of authentic materials in EFL class .Besides; a questionnaire and recording are directed to EFL students to bring their attitudes and aptitudes in concerns of learning English through the use of authentic materials.

### III.2.1.Students' Questionnaire:

Abawi (2013: 03) defined research questionnaire as:

**“A data collection instrument consistent of a series of questions and other prompts for the purpose of gathering information from respondents”.**

For the sake of having a better understanding of how Arabic is apprehended by EFL students, a questionnaire of fifteen questions are administered to 100 first-year LMD students. These questions are divided into three sections; the first section is about the use of authentic materials in EFL classroom. The second section aiming to gather general information about the impact of authentic materials on learners' pronunciation. Finally the third section dedicated to spot the importance of pronunciation in monitoring the English language. To conclude, these collected data will be analyzed and interpreted.

Abawi (2013:04) added that:

**“A well-designed questionnaire meets the research objectives and reaches statistically significant and reliable conclusions from what a researcher is planning to investigate, mainly when resources are limited”**

The goal behind designing these questions and statements is to help participants find out what affects most their oral performance; as well as, how authentic materials can help them to develop their English pronunciation.

## **2.2-Students’recording:**

In the field of sounds investigation, there may be no way to study a certain phenomenon without listening to what interlocutors say. Besides being the ability to accurately receive and interpret messages in the communication process, careful listening is the most important tool in the understanding of how sounds are uttered by different speakers. This can be based on the use of different instruments that help one to notice, identify and determine the kind of language, dialect, or accent these speakers use among them.

So as attain the objectives of the study, an inductive approach is used where the main focus is put on observation. Moreover recording becomes quite crucial and beneficial to any research process dealing with phonological issues. The method used is reading a specific printed text to twenty first year EFL students from the English section of IBN KHALDOUN university. To see the extent of authentic materials in developing students’ pronunciation. The number of participants is divided into an equitable number between girls and boys.

## **2.3.Teachers’ Interview:**

Abawi (2013:132) argued that:

**“Interviews have widely been used as a method of data collection in recent linguistic research. Various studies showed that interviews are one, if not the primary, method of investigating linguistic phenomena.”**

In order to reach the needed results, the interview contains eight questions, asked to 10 teachers having a teaching experience between 2 and 10 years, specialized in Didactics, applied linguistics in TEFL. It is conducted to investigate the influence of authentic materials on the students’ oral performance in learning English. It deals with the extent to which the teachers use different types of authentic materials in TEFL classes.



### 3. Data Analysis:

Brown points out, that:

**“Collecting the necessary data is half the battle”**

This stage of the study is devoted for data collection and analysis. The results gathered through the triangulation methods used in this study will help the investigators to answer the final focal questions being examined in the current research. In the present study, it is intend to concentrate on the results which are collected from the research instruments. Thus, from the calculation of individual questionnaires’ results gives a clear image about the influence of authentic materials on students’ oral performance. In fact, the researchers need to edit, simplify, analyze and summarize these data. In the current research study the data analysis can be broadly categorized as consisting of qualitative and quantitative analysis since the chosen research instruments are carefully designed to obtain quantitative and qualitative information.

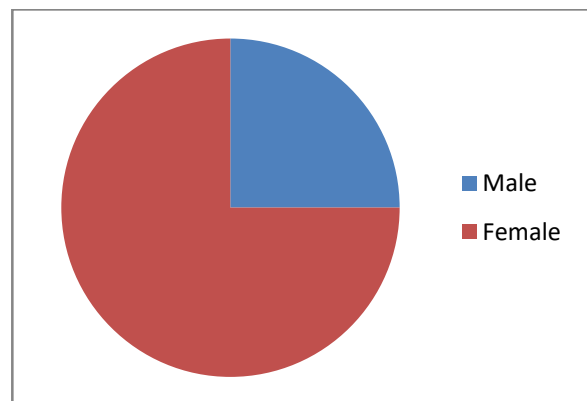
### 4. Analysis of results obtained from learners questionnaire:

The questionnaire results as followed

#### 01: Gender:

The questionnaire is filled in by 100 students from Ibn Khaldoun University in the English department. They are first year license students. Most of the respondents are females (75%) while the minority is males (25%).

Gender	Number of students	percentage
Male	25	25%
Female	75	75%



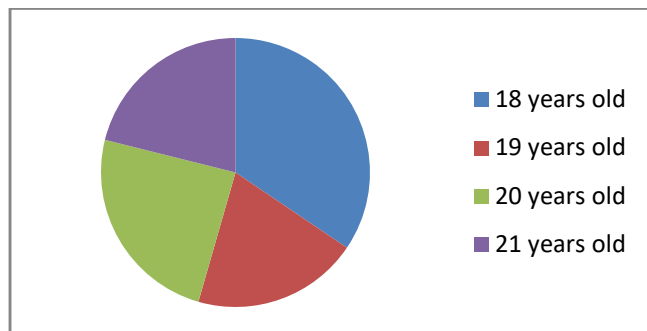
**Table 02**///.students’ gender

**Pie chart02:** representation of scores illustrating students’ gender

## 2-The age:

Eighteen years old are the most present respondents of this questionnaire with a percentage of (31%) followed by nineteen years old students with a percentage of (28%), then twenty years students with a percentage of (22%) and the lowest percentage (19%) is the one of the students that they are twenty one years old and more.

Age	Number of students	percentage
18years old	31	31%
19 years old	28	28%
20 years old	22	22%
21 years old	19	19%



**Pie chart 03:** representation of scores illustrating students' age.

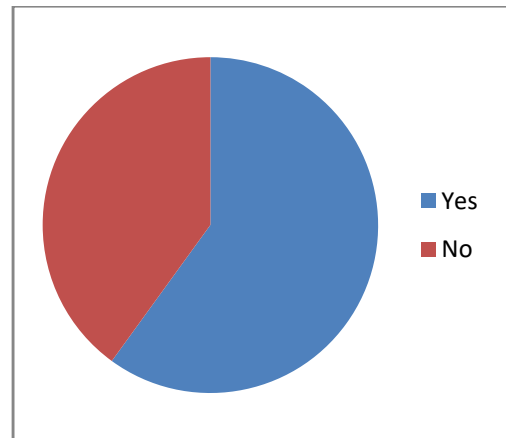
**Table III 03.** Students' age

**Section one:** the use of authentic materials in EFL classes.

1-Do you know what authentic materials are?

In this question 60% of first year students stated that they know what authentic materials are. in the other coin 40%of the answered by no.

Information's answers	Number of students	Percentage
Yes	60	60%
No	40	40%



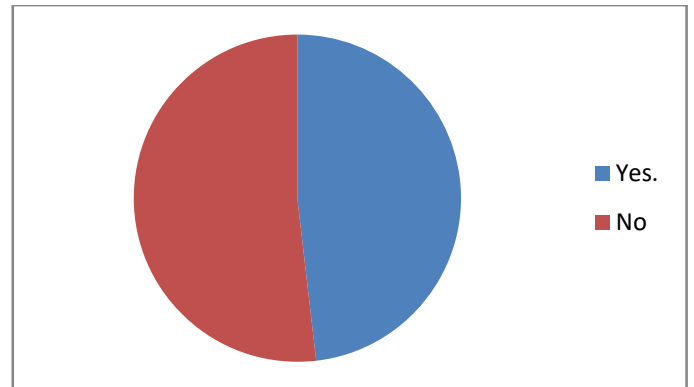
**Table04:** Student's awareness about authentic materials.

**Pie chart 04:** Representation of scores illustrating students' awareness about authentic materials.

2- Does your teacher use authentic materials in class?

The findings reveals that 65 % of students said yes .whereas 35 % of them said that their teacher does not use authentic materials in class.

Information's answers	Number of students	Percentage
Yes	65	65%
No	35	35%



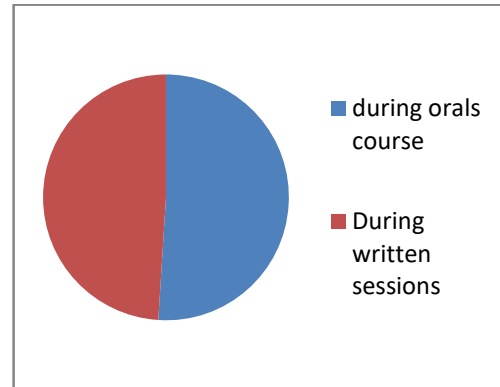
**Table 05:** Teachers use of authentic materials

**Pie chart05:** Representation of scores illustrating teachers' application of authentic materials.

3- If yes, in which course does your teacher apply them?

In this rubric, the results obtained show that 51% of EFL students state that during orals course the teacher applies the. While 49% of them said that the authentic material is used during written sessions.

Information's answers	number of students	percentage
during orals course	51	51%
During written sessions	49	49%



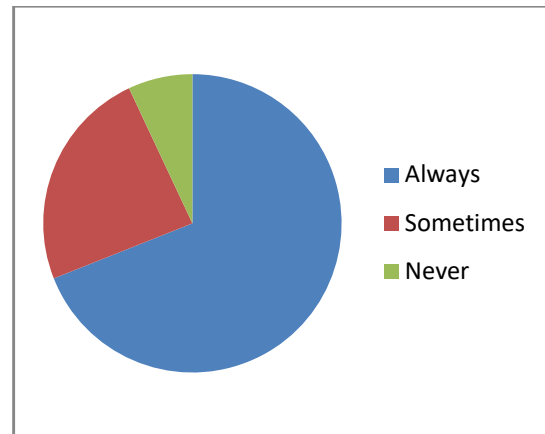
**Table 06:** Courses taught using authentic materials

**Pie chart 06:** Representation of scores illustrating courses taught through authentic materials.

4-How often does your teacher use authentic materials in classroom?

The large majority of the students 69% reported that the authentic materials are used sometimes in class .whereas 24 %of them said that their teacher always use them and only7 %reported that they are never used .

Information's answers	Number of students	percentage
Always	69	69%
Sometimes	24	24%
Never	7	7%



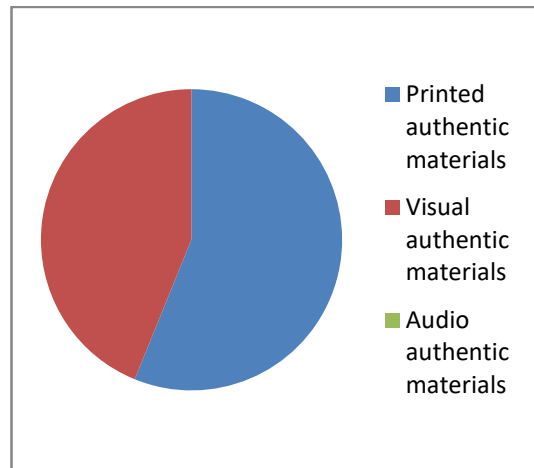
**Table 07:** The extent of teachers' use of authentic materials.

**Pie chart 07:** Representation of scores illustrating the extent of teachers' use of authentic materials.

5- Which kind of authentic materials does your teacher often use in class?

The results show clearly that the majority (41%) of first year EFL students, states that printed authentic materials are often used, then 33% opted for visual materials .whereas only few 24 % choose audio visual.

Information's answers	Number of students	Percentage
Printed authentic materials	41	41%
Visual authentic materials	32	32%
Audio authentic materials	33	33%



**Table 08:** Kind of authentic materials teacher use in class.

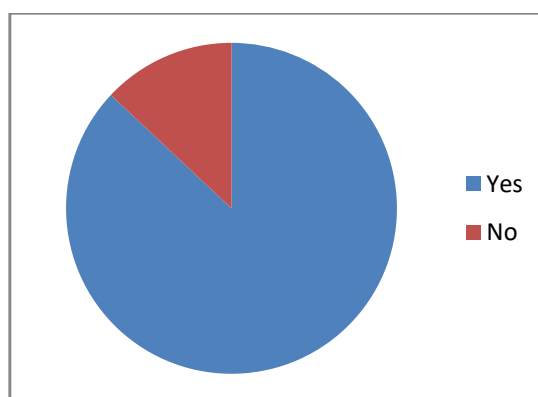
**Pie chart 08:** Representation of scores illustrating kind of authentic materials teacher use in class.

## Section two: the impact of authentic materials on learners ‘pronunciation.

1- Do you think that the use of authentic materials helps you learn English?

It was found that 87% of students see that the use of authentic materials help them to learn English .while 13% says that it does not.

Information' answers	Number of students	Percentage
Yes	87	87%
No	13	13%



**Table 09:** The use of the authentic materials in learning English.

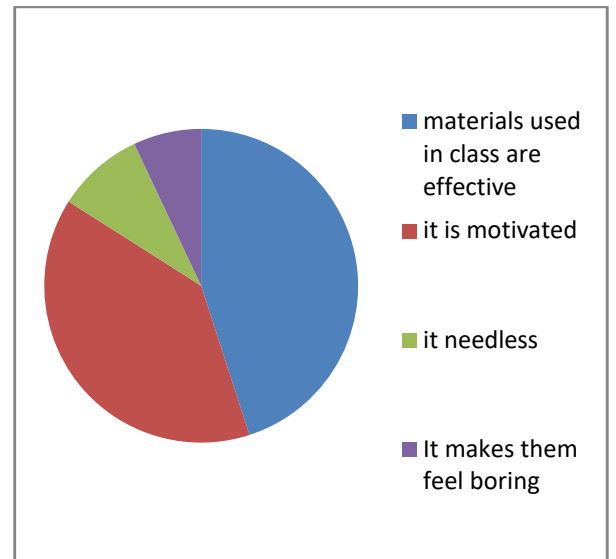
**Pie chart:** Representation of scores illustrating the use of the authentic materials in learning English.



## 2- How do you find materials used in class?

The question has four (04) options; each one should be analyzed separately. It is seen that 45 %of the whole students found that materials used in class are effective. Then 39% of students said that it is motivated. Whereas 9% of them found it needless. Only 07% see that it makes them feel boring

Information's answers	Number of students	Percentage
materials used in class are effective	45	45%
it is motivated	39	39%
it needless	09	09%
It makes them feel boring	07	07%



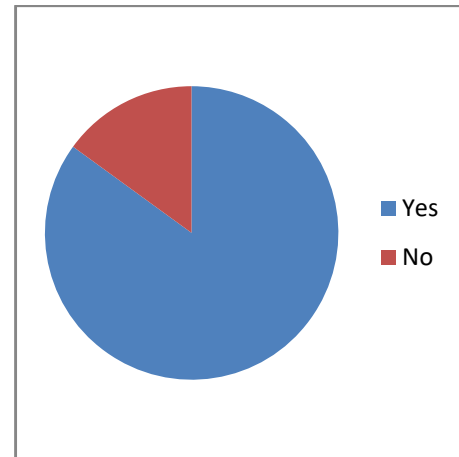
**Table 10:** The importance of materials in class.

**Pie chart 10:** Representation of scores illustrating the importance of materials in class.

3- Is your English improved through the use of authentic materials?

The results show clearly that the majority 85% of students said yes, .however 15% choose No.

Information's answers	Number of students	Percentage
Yes	85	85%
No	15	15%



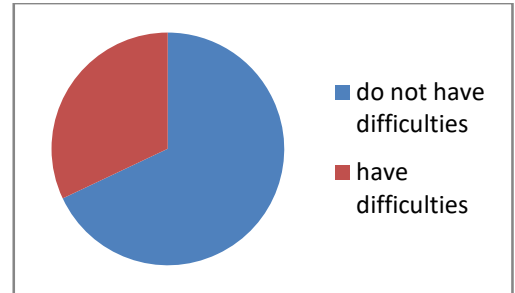
**Table 11:** The effect of using authentic material on improving English for learners.

**Pie chart 11:** Representation of scores illustrating the effect of using authentic material on improving English for learners.

4- Do you encounter difficulties when dealing with the presented material?

The finding reveals that 68% of first year students do not face difficulties when dealing with the presented material. But only 32% of them have difficulties.

Information's answers	Number of students	Percentage
do not have difficulties	68	68%
have difficulties	32	32%



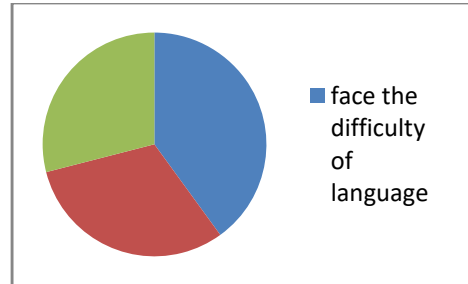
**Table 12:** The difficulties faced when dealing with the presented material.

**Pie chart 12:** representation of scores illustrating the difficulties faced when dealing with the presented material.

5-which difficulties have you met when studying such materials?

The results obtained shows that the majority of students 40% face the difficulty of language .while 31 is see that it does not fulfill their needs. Only 29 %are less motivated.

Information's answers	Number of students	Percentage
Difficult language	40	40%
does not fulfill your needs	31	31%
less motivated	29	29%



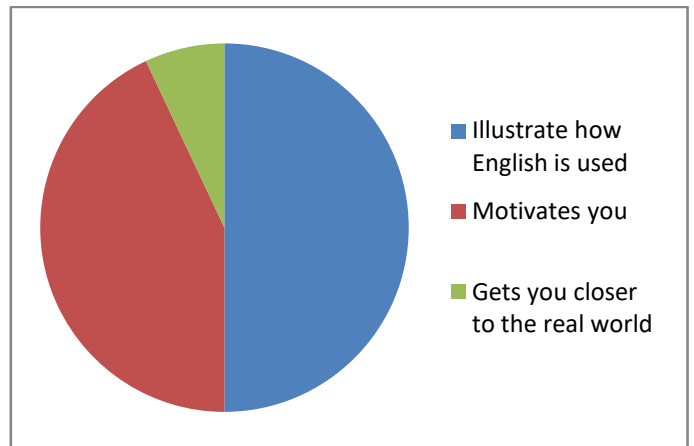
**Table 13:** Students' difficulties with materials.

**Pie chart 13:** Representation of scores illustrating the difficulties that students faced with materials.

5- According to you, what are the benefits of authentic materials?

In this rubric, the answers are divided into three categories; the first category which represents the majority of the respondents (50%) pointed that authentic materials illustrate how English is used. While the 2<sup>nd</sup> category which enholds (43%) of the respondents reveals that authentic materials motivate them .On the other side of the coin, a category of (7%) of 1st year EFL students pointed that it gets them closer to the real world

Information's answers	Students' number	Percentage
Illustrate how English is used	50	50%
Motivates you	43	43%
Gets you closer to the real world	7	7%



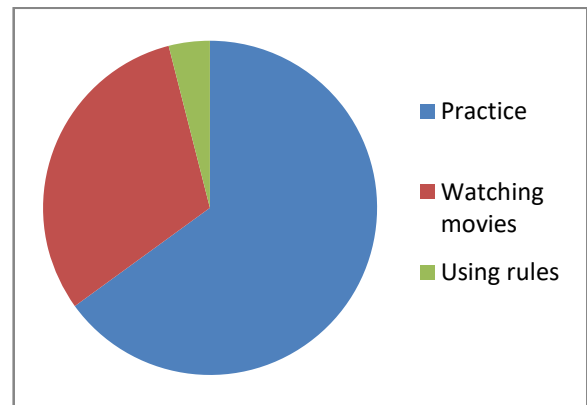
**Table 14:** The benefits of authentic materials.

**Pie chart 14:** Representation of scores illustrating the benefits of authentic materials.

7-According to you, a good pronunciation comes through?

In this rubric, the answers are divided into three categories .The results illustrated that the 1st category of 1st year students which includes the majority of respondents (65%) see that a good pronunciation comes through practice, to be followed by the 2<sup>nd</sup> category which in holds (31%) of the respondents to say that watching movies help them to get a good pronunciation, while only (4%) opted for using rules.

Information's answers	Number of students	percentage
Practice	65	65%
Watching movies	31	31%
Using rules	4	4%



**Table 15:** The source of having a good pronunciation.

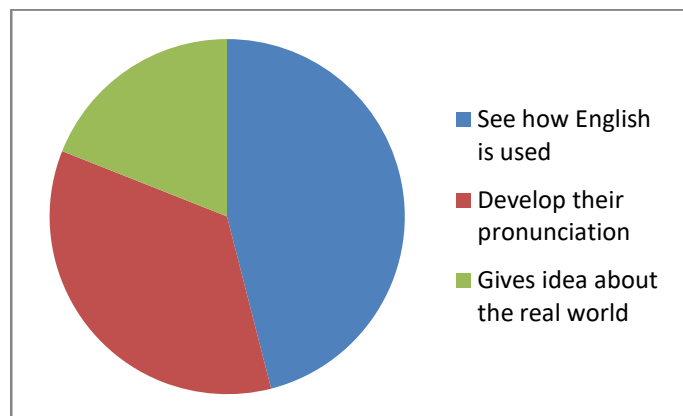
**Pie chart 15:** Representation of scores illustrating the source of having a good pronunciation .

**Section three: The importance of pronunciation in monitoring the English language.**

1-Do you think that authentic materials help you to develop your pronunciation? How?

In this rubric, the answers are divided into three categories .The first category which represents the majority of the respondents, 46% pointed that authentic materials helps them to see how English is used while results of the 2<sup>nd</sup> category shows that 35% of the respondents reveals that it helps a lot to develop their pronunciation through listening .And finally, a category of 19% of the first year pointed that it gives idea about the real world.

Information's answers	Number of students	Percentage
See how English is used	46	46%
Develop their pronunciation	35	35%
Gives idea about the real world	19	19%



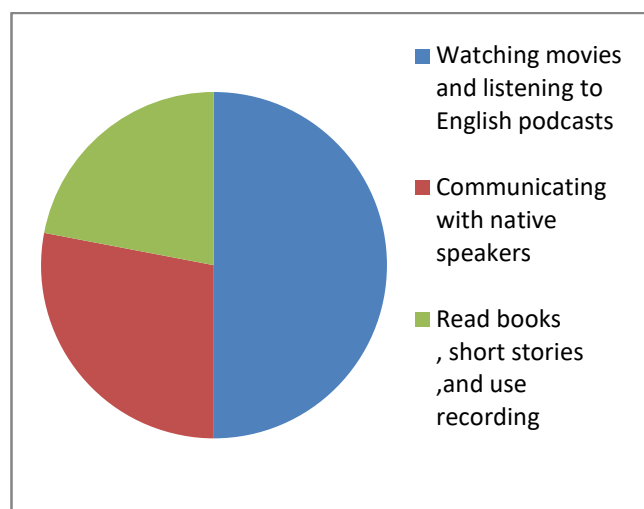
**Table 16:** The role of authentic materials in helping students' developing their pronunciation.

**Pie chart 16:**Reprresentation of scores illustrating the role of authentic materials in helping students' developing their pronunciation.

## 2. What do you do to improve your English pronunciation?

The large majority of the students 50% reported that through watching movies and listening to English podcasts to improve their English Pronunciation. Whereas, 28% of students practice language through communicating with native speakers. On the other side, 22% of 1st year EFL students read books and short stories then record their selves to improve their English Pronunciation.

Information's answers	Number of students	Percentage
Watching movies and listening to English podcasts	50	50%
Communicating with native speakers	28	28%
Read books , short stories ,and use recording	22	22%



**Table 17:** Ways to improve pronunciation.

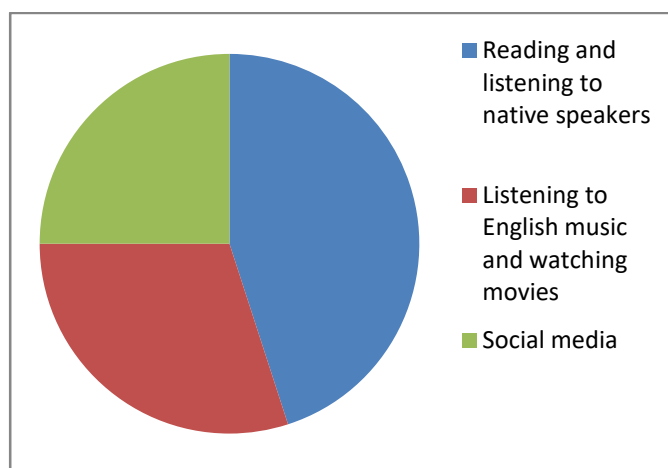
**Pie chart 17:** representation of scores illustrating ways to improve pronunciation.



### 3-What factors influence your English Pronunciation?

45% of first year students stated that reading and listening to native speakers is one of the most effective factors that influence their English Pronunciation most. At the other side, 30% said that listening to music and watching movies help them a lot. At the end, 25% are influenced by social media.

Information's answers	Number of students	Percentage
Reading and listening to native speakers	45	45%
Listening to English music and watching movies	30	30%
Social media	25	25%



**Table 18:** Factors that influence students' English pronunciation.

**Pie chart 18:** factors that influence students' English pronunciation.

### 3.2. Analyses of results obtained from the recording of students' speech:

For the data collection section, the observational method is used as a suitable approach for this task since the study is mainly about promoting learners 'pronunciation through the use of authentic materials. It consists of printed text for first year English students to see whether students uttered sounds correctly or not. The collected words are presented in a table representing the data of printed text. This table is an illustration of the changes that occurs in Brummies' accent as compared to RP English pronunciation. The comparison between the two accents is made through sounds transcription to locate the areas of difficulty or ambiguity that EFL learners may confront.

The following table includes the phonological transcription of words submitted to the different changes in the articulation Brummie accent compared with their counterparts in RP English.

No	word	Brummies accent transcription	Expected pronunciation in RP English transcription	Change from RP English to Brummies English	Type of phoneme Vowel vs. consonants
01	Daily	/deɪli /	/dʌɪli:/	From /eɪ/ to /ʌɪ/ and from /i:/ to /ɪ/	Diphthong and long vowels
02	Wisdom	/wɪzðəm /	/wɪzdmɒm/	From /ɒ/ to /ə/ and from	Short vowels
03	Act	/ækt /	/ʌkt/	From /ʌ/ to /æ /	Short vowel
04	Managed	mænɪdʒd'	/'mʌnɑɪdʒd/	From /ɑɪ/ to /ɪ/	Short vowel
05	Part	/pɑ:t/	/pʌr t/	From /ʌ / to /ɑ :/	Long vowel
06	Applying	/ə'plɑɪɪŋ' /	/æplæɪn/	From /æ/ to /ə/	Short vowels
07	Good	gʊd	/Gɒ:D/	From/ O/ to /U/	Long vowel
08	Everything	/ɛvrɪ'θɪŋ/	/ɛvrɪ:'θɪŋg/	From /ŋg/ to ɪŋ	Consonant
09	Long	/lɒŋ /	/lʌ ŋg/	From /ʌ/ to /ɒ/and from / ŋg/ to /ŋ/	Short vowel and consonant
10	that	/ðæt/	/ð ʌ :t/	From /ʌ/ to/ æ/	Short vowel

### 3.3. Analysis of results obtained from Teachers' interview:

In the same period of time; researchers conduct structured interview with (12) Ibn Khaldoun university English teachers. They are formally interviewed at their educational institute. The teachers' interviews are held to elicit information on their use of authentic materials with first year EFL class and its influence on the students' oral performance in learning English. It means that they have dealt with a reasonable set of techniques and methods concerning the English language teaching.

The result of the teachers' experience at the university is divided into 3 categories, the first one holds (40%) of the teachers revealed that 6 years is their teaching experience, while (20%) declared that 3 years is their teaching experience and finally the last category (40%) mentioned that 2 years is their experiences. And in what concerns the modules in charge they said they teach different modules even out of their specialty, the modules mentioned are: phonetics, oral expressions, grammar teaching, written expressions, research methodology, and general didactics.

1-Do you use authentic materials when teaching EFL class? Why?

80 % of teachers interviewed pointed that they do use authentic materials when teaching EFL class. whereas, only 20% of them said that they sometimes use it.

2-Which type of authentic materials do you use?

In this question, 90% of the teachers interviewed declared that they use both audio and visual materials. While 10% of them said that they use only audio material.

3-which type of materials do you think would make your students more involved and Motivated?

The result reveals that all teachers agreed that both audio and visual materials make their students more involved and motivated.

4-Do you think that materials and methods you use in your courses satisfy your learners' needs?

In this question, 75% of teachers interviewed pointed that the material they use, does not really fulfill learners' needs because of the large classes. In addition, they do not have the infrastructure. While 25% of them see that it satisfies their needs at the point of effectiveness.

5-How do your learners react when taught through authentic materials?

In this question, all teachers agreed that when teaching through authentic materials, all learners are much more motivated, interested, and following you.

6-What do you think about your authentic materials?

85% of teachers interviewed think that their use of authentic materials is not sufficient, whereas 15 of them said that they use what is available for them.

7-To what extent do you think authentic materials help EFL students speaking fluently?

The results reveal that all teachers agreed that authentic materials help learners speak fluently to a great extent. Since it provides real opportunities for learning and for acquisition too, especially at the level of vocabulary learners are more motivated and interested.

#### **.4. Data Discussion and Interpretation:**

This part will shed light on the discussion and interpretation of the main results collected from a recording of students' speech and a questionnaire, in addition to the teachers' interview regarding the stated hypotheses. Consequently, it will check if those hypotheses are accepted or rejected. First, the aim of the present study is to confirm the first hypothesis which says that the possible reason behind students' incorrect English pronunciation is: the ignorance of the rules and a restrictions governing RP English. Moreover, the sociocultural environment where English is learnt is not supportive, thus, The data gathered from the questionnaire, mainly, questions one (01), two (02), three (03) and eight (08) reveal that the use of authentic materials help student to develop their English pronunciation. Similarly, results obtained from the teachers' interview, particularly questions two, three and four (04) show that the large majority of teachers pointed that the use of authentic materials make their students more involved and motivated ..This confirms the first hypothesis stating that both teachers and learners see that the use of authentic materials has a positive impact on the oral performance of EFL students. Concerning the second hypothesis which says that authentic materials have positive effects on learners' motivation, and hence help them develop their pronunciation. The results obtained from the students' questionnaire, particularly questions six and seven in the second section report that students illustrate how English is used according to the authentic materials; which confirms that they expose the learner to the real world of English usage. Similarly teachers' interview assure that authentic materials provide real opportunities for learning, as well as, for acquisition too at the level of vocabulary and pronunciation ,they make them more interested and motivated . Moreover, the main focus of learners is on grades and correct writing , neglecting pronunciation .thus, the data gathered from the questionnaire , particularly, question four(04) and five (05) reveal that students may face difficulties when dealing with authentic materials due to their language difficulties, Richard (2001) cited that "authentic materials often contain difficult language, unneeded vocabulary items and complex language structure.

## **.5. Recommendations and Suggestions:**

Integrating the authentic materials in teaching English is among the techniques that are commonly used in order to enhance teaching-learning process. At the end of this study, the researchers become more familiar with the different situations that the authentic material should be used in. Besides, speaking skill is very interesting skill to be improved; for that, we have suggested some points for learners and teachers that may help them:

- Teaching pronunciation through authentic materials should be taught according to learners' needs.
- Teachers must be well-trained in speaking skill in order to teach this skill correctly.
- The authentic material should be well organized, and used at the appropriate time.
- Atkinson (1978) suggested that teachers should use authentic materials appropriately, and use English where possible. It means teachers should encourage learners to use English as much as possible.
- Teachers should know how to deal with students' pronunciation errors, to make them comfortable and motivate them to practice pronunciation.
- Motivation is a key point for developing the speaking skill.
- Learners should read more in second language.
- In order to get a good pronunciation, students should practice the target language each time
- Teachers should avoid the overuse of L1 in English classes for keeping its positive impact.
- The use of authentic materials is highly important since they meet learners' needs and this is what Wegner (2005) suggested.
- Teachers must choose the appropriate approach to teach easily the speaking skill.
- Students should practice the English language inside and outside classroom.

- The teachers should be more aware of learners' needs and they should do their best to help them by using the appropriate strategies to make them more involved in the learning operation.
- Sometimes authentic materials are difficult to be understood; in this case the teacher should use effective tools to facilitate learners' tasks.possible.
- Motivation is a key point for developing the speaking skill.
- Learners should read more in second language.

**Conclusion:**

After analyzing all the data gathered from the recording of students' speech and a questionnaire, in addition to teacher's interview. The results have shown that authentic materials used in EFL classes are both beneficial and vital in motivating students,In addition, teachers and Students' favorable type of authentic materials is mostly the audio visuals (videos and audio materials ) since they help learners to focus on their learning and attract their attention .Besides the printed materials seem also to be of great importance to learners since they enhance their skills. Finally, some recommendations and activities were suggested in order to help better use of authentic materials for teachers in their teaching. As well as, to provide learners to develop their oral performance, create their interest, and meet their needs.

# **General Conclusion**

## **General conclusion:**

The use of authentic materials in an EFL classroom is what many teachers involved in foreign language teaching have discussed in recent years. There are persuasive voices insisting that the English presented in the classroom should be authentic, not produced only for instructional purposes.

The current study aims at promoting learners' pronunciation through the use of authentic materials in first year university students at the department of English, university of Tiaret.

Researchers have chosen the speaking skill because it is the difficult one among other skills.

Our research is divided into three chapters; the first chapter is a theoretical review about the concept of language pronunciation, as well as, the principles and aims of English pronunciation. Furthermore, it covers the difference between spelling and pronunciation in the English language. In addition to, errors and mistakes that students make when they speak in the target language. Moreover, the study concerns also the existing importance of pronunciation.

The second one is devoted for using authentic materials in EFL classroom, the current work was motivated by our personal desire to learn about how to teach and improve English speaking skill through authentic materials. The main objectives of this second chapter was to exhibit adequate understanding of how authentic materials improve students' speaking performance; moreover sources, types, and factors to consider when selecting authentic materials.

The third chapter was the practical part of this extended work. This chapter dealt with the data analysis and interpretations; besides some suggestions for teachers to select and use authentic materials appropriately for attaining positive outcomes. Through conducting and designing an exploratory case study and after the analysis of data gathered from both research methods ( recording of students' speech in addition to students' questionnaire and interview with teachers). The results obtained from the study bring us to a final conclusion that authentic Materials are an essential component in teaching and learning process. Both teachers and learners use them as tools to facilitate learning and make it more pleasant and efficient. This why they are effective and important tools in EFL classroom. Moreover we have found that authentic materials are highly motivating for students if they are selected according to their level and needs. Authentic materials can also be effective in introducing real life communication by providing real situational.

On the basis of the results achieved in this study, it appears clear that the findings gathered in this study support the two hypotheses we have set.

In conclusion, the authentic materials should be used in accordance with the students' level of knowledge and the students should be helped by their teachers to overcome the difficulties they encounter.



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# APPENDICES

**People's Democratic Republic of Algeria Ministry of Higher Education and Scientific  
Research Ibn Khaldoun University of Tiaret Faculty of Letters and Languages  
Department of English.**

**Interview:**

This interview is intended to collect data about the influence of authentic materials on the student's Oral performance in learning English. You are therefore kindly requested to answer the following questions.

Modules in charge:

Sex: male  female

1. What qualifications do you have?

Master  magister  doctorate

2. How long have you been teaching English?

a. 4 years  b .8 years  c .More than 8 years

3. Do you use authentic materials when teaching EFL classes? Why?

4. Which type of authentic materials do you use?

a. Visual  b. visual aids  c. audio material  d. both audio & visual material

5. Which type of materials do you think would make your students more involved and motivated?

6. Do you think that materials and methods you use in your courses satisfy your learners' needs?

7. How do your learners react when teaching through authentic materials ?

8. What do you think about your authentic materials?

9. To what extent do you think authentic materials help EFL students speaking fluently?

**People's Democratic Republic of Algeria**  
**Ministry of Higher Education and Scientific Research**  
**Ibn Khaldoun University of Tiaret**  
**Faculty of Letters and Languages**  
**Department of English**

Dear students,

The aim of this study is to investigate learners' pronunciation through the use of authentic materials. We would be very grateful if you answer the following questions as your answers may help teachers and educators to understand your needs and to overcome any difficulty in learning English.

Please select only one answer:

Gender: male  female

Age:

**I. Section one : The use of authentic materials in EFL classes**

1. Do you know what authentic materials are?

- Yes  - No

2. Does your teacher use authentic materials in class ?

- Yes  - No

3. If yes, in which course does your teacher apply it?

a. Oral  b. written

4. How often does your teacher use authentic materials in classroom ?

a. always  b. sometimes  c. never

5. Which kind of authentic materials does your teacher often use in classroom?

a. printed  b. visual  c. audio-visual

**II. section two: the impact of authentic materials on learners' pronunciation**

1. Do you think the use of authentic materials helps you learn English?

- Yes  - .No



2. How do you find materials used in class?
- a. Effective       b. Boring       c. Needless
- d. Motivating
3. Is your English improved through the use of authentic materials ?
- Yes       - No
4. Do you encounter difficulties when dealing with the material presented?
- a. Yes       - No
5. Which difficulties have you met when studying such material ?
- a. Difficult language
- b. Less motivating
- c. Does not fulfill your needs
6. According to you ,what are the benefits of authentic materials :
- a. Gets you closer to real world
- b. Illustrate how English is used
- c. Motivates you
7. According to you a good pronunciation comes through:
- a. Practice       b. Using rules       c. Watching movies

**III. Section three: the importance of pronunciation in monitoring the English language.**

1. Do you think that authentic materials help you to develop your pronunciation ? How?

- .....  
.....  
.....

2. What do you do to improve your English pronunciation?

- .....  
.....  
.....

3. What factors influence your English pronunciation most?

- .....  
.....  
.....

## **Text:**

### **Wisdom**

Wisdom is applying what you know to your daily life. Wisdom helps you make good decisions. There are many ways to be wise.

Pete knew that he didn't know everything. He likes to get advice from his grandpa, especially when he was having a hard time getting along with people. Even then, he had to take that advice and make good choices. Part of being wise is learning when to listen and when to act.

Naomi had a big project to get done. She also wanted to play with her friends. She had to plan her time wisely, or she couldn't do both. She knew that too much playing would mean she'd get a bad grade. She managed her time wisely so she could get a good grade and still play. Naomi was being wise.

## Summary

The current master study explores the pronunciation issues that first-year university students encounter when speaking English and looks for the most effective teaching strategies. The study is centered on assessing students' incorrectly articulated faults using a recording of students' speech, in addition to a questionnaire and an interview given to a number of 50 students from the English department to highlight the primary causes behind students' errors. The statistics collected show that university-level techniques are not truly sufficient to improve students' pronunciation; what is required is the utilization of authentic materials as real instructional resources, which may have a significant impact on students' oral.

## المخلص

تستكشف دراسة الماجستير الحالية مشكلات النطق التي يواجهها طلبة السنة الأولى بالجامعة عند التحدث باللغة الإنجليزية ؛ و تبحث عن إستراتيجيات التدريس الأكثر فاعلية. تركزت الدراسة على تقييم أخطاء الطلاب المفصلية بشكل غير صحيح باستخدام تسجيل كلام الطلاب؛ بالإضافة إلى الاستبيان و مقابلة أجريت على 50 طالبا من قسم اللغة الإنجليزية لإبراز الأسباب الأساسية وراء أخطاء الطلاب. تظهر الإحصائيات التي تم جمعها ان التقنيات على مستوى الجامعة ليست كافية حقا لتحسين نطق الطلاب ؛ ما هو مطلوب هو إستخدام مواد أصلية كمصادر تعليمية حقيقية ؛ و التي قد يكون لها تأثير كبير على أداء الطلاب الشفهي.

## Le résumé

La présente étude de master explore les problèmes de prononciation rencontrés par les étudiants universitaires de première année lorsqu'ils parlent anglais et recherche les stratégies d'enseignement les plus efficaces. L'étude est centrée sur l'évaluation des défauts d'articulation incorrecte des étudiants à l'aide d'un enregistrement de la parole des étudiants, en plus d'un questionnaire et d'un entretien donné à un certain nombre de 50 étudiants du département d'anglais pour mettre en évidence les principales causes des erreurs des étudiants. Les statistiques recueillies montrent que les techniques de niveau universitaire ne suffisent pas vraiment à améliorer la prononciation des étudiants ; ce qu'il faut, c'est l'utilisation de matériaux authentiques comme de véritables ressources pédagogiques, ce qui peut avoir un impact significatif sur les performances orales des élèves.