Authentic Materials in the Foreign Language Classroom: Teachers and Students' Attitudes and Dispositions

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ABSTRACT: *It is quite common that the non-authentic frameworks where foreign language teachers could find themselves faced by manufactured pedagogical materials in foreign language classrooms, may seem artificial and unrealistic to both teachers and students, questioning whether learners are being prepared appropriately for communicative real life contexts in the modern time societies. The present study, then, represents a small-scale attempt to explore teachers and students' attitudes and dispositions towards the use of authentic materials in the Algerian University. To this end, 87 first year LMD students as well as 06 EFL teachers from the English Department at Blida 2 University took part in the study. The findings from semi-structured interviews, surveys, and class observation, showed that nearly most participant teachers and students welcomed the idea of using less contrived and more realistic materials in the foreign language classes. In addition, both EFL teachers and students hold positive attitudes towards the valuable language opportunities that authentic materials could offer to meet the realness of the real world outside the foreign language class, which would positively affect the students' foreign language skill.*

KEYWORDS: Authentic Materials, EFL Teachers, EFL Students, Teachers' Attitudes, Students' Attitudes.

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1. Introduction

Today, more than ever, English language proficiency has become a necessity in the global work environment. The need to improve language skills for communication as well as employability in a globalised world has been combined with the promotion of linguistic diversity and intercultural dialogue. The process of communication is often realized through language exchanges in authentic environments that involve the transmission of socio-cultural knowledge, and to be successful language users, learners need to realize, that language use should be associated with other culturally appropriate behaviours proper to the foreign language in question, which might differ from the home native language. However, the deficient learners' outcomes and their low performances while using the foreign language for meaningful communication in an EFL context questions the non-native class environment where the teaching and learning process is taking place. Baiget, Cots and Irún (2000) point out that one of the possible reasons is the lack of materials providing realistic examples and enough contextual information for teachers and learners too to engage in the analysis of socio-pragmatic issues. The disadvantages with these kinds of materials are that they fail to exploit the learner's curiosity in other cultures and languages, and in the absence of information about the target language; students are likely to assume that other foreign languages operate in the same way as their own (Byram, 1997). In this respect, the materials used in the classroom may play a significant role. Authentic materials, for instance, are considered to be more helpful than other materials and appear to be worthwhile (Rivers, 1987: 52). Therefore, the materials should be selected to respond to the EFL students' needs and match their likes and interests. However, in spite of the importance of authentic materials in the EFL classroom, they have not received the attention they deserve in language instruction. Accordingly, one of the key issues that this study aims to explore is that whether using authentic materials is the missing link in realizing convenient communicative language proficiency from the foreign language teachers and students' perspective.

2. Literature Review

Though it has been put to discussion by many researchers (Rogers, 1988; Bacon and Finnemann, 1990; Rost, 2002; Kilickaya, 2004), authenticity has often been linked to the interaction between the outside lively world and the context of the foreign language classroom. As a result, different definitions emerged according to the beliefs, perceptions, and study findings of different scholars in the field. For instance, Rogers, (1988), refers authenticity to the quality and suitability of the EFL goals, objectives of the materials to learner needs and interests as far as the real world is meant. Taylor (1994) considers authenticity as a function of language, participants, the use to which the language is put, the setting, the purpose of interaction, and the interpretation that the participants bring to both the setting and the activity as well. While Hedge (2001) associates authenticity to the notion of communicative approach in language teaching, authenticity for Tatsuki (2006) relates to the genuineness, realness, truthfulness, validity, reliability of materials. Meanwhile, despite the fact that authentic materials might be challenging for less competent students (Yano et al. 1994; Day & Bamford, 1998; Widdowson, 2000; Guariento & Morley, 2001), authentic texts "can provide the rich and meaningful exposure to real language in use" (Tomlinson and Masuhara, 2017: 31).

Accordingly, many researchers narrowed the scope towards providing approximate definitions to what authentic materials could be. Nunan (1985) stated; "Authentic materials to be usually defined as those which have been produced for purposes other than to teach language. They can be culled from many different sources: video clips, recordings of authentic interactions, extracts from television, radio and newspapers, signs, maps and charts, photographs and pictures, timetables and schedules. These are just a few of the sources which have been tapped." Similarly, Tomlinson (2010) refers to authentic materials as "those materials not designed to transmit declarative knowledge about the target language but rather to provide an experience of the language in use." In the same respect, he adds that; authentic texts are those which are "produced in order to communicate rather than to teach... and authentic task as those which

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involve learners in communicating an outcome rather than practising the language" (2013). Earlier, Bacon and Finnemann, (1990), considered authentic materials as texts meant for non-pedagogical purposes mainly for native speakers in their everyday real life contexts alike to Kramsch (1993), who raised the idea of the non-pedagogical communication behind the use of authentic texts. Polio (2014) went in the same line to say that authentic materials are not created for educational purposes with the foreign language learner in mind and that they are part of real-life living and native speakers' daily communication.

2.1. The Use of Authentic Materials in EFL Contexts.

Authentic materials embody "naturalness" and real language of the real life communication. Approved as significant materials in EFL classes, authentic materials have a positive effect on student's achievement and language skills. For instance, Thanajaro (2000) researched the effect of aural authentic texts on students' listening comprehension skills and revealed that the use of aural authentic materials in the foreign language classroom had a positive effect on student's motivation to learn the target language. In addition, it increased students' language performance and their self-confidence while listening to the target language. In the same way, Harmer (1994) as well as Garcia (1991) stated that authentic materials expose learners to a rich language input that promotes linguistic knowledge and intercultural awareness too. In fact, authentic texts expose learners to real language, motivate learners, provide authentic cultural information, and support a more creative approach to teaching a foreign language (Maroko, 2010). However, in spite of the noticeable merits authentic texts might bring to the language class, some scholars voice against their use. For instance, teachers may encounter challenges regarding authentic materials in relation to time required to find appropriate texts and design suitable pedagogical tasks (McNeil, 1994). In fact, sometimes it is difficult for teachers to find appropriate pedagogical functions for authentic texts mainly if they consider them too complicated for students' linguistic level (Miller, 2005). Kilickaya (2004) believed that the use of authentic materials at lower levels causes students to feel frustrated and de-motivated since they may display difficult lexis and complex language structures. Martinez (2002) also argued that authentic materials may be too culturally biased and difficult to understand outside the native language environment.

2.2. Types and Sources for Authentic Materials

Considering the different language skills, teaching a foreign language should seek to make learners handle real life situations where there is a large variety of different types of language exposure including speaking, listening, reading and writing like listening to the radio, watching TV, participating in phone conversations, or announcements in public services. Resources for materials are limitless. They may be broadly classified into three main categories. The first category relates to the authentic aural materials, which involve audio materials such as audio tapes, radio news, songs, phone messages, and podcasts. Visual materials, represents the second category which embodies television, films, videos, clips, documentaries and video tutorials (Miller, 2003). The third category are printed materials that can be in form of newspapers, plays, short stories, dialogues and magazines (Genhard, 1996 as cited in Maroko, 2010). Further, abundant resources for authentic materials are at reach since teachers as well as students, nowadays, may choose endless types of online materials like: web sites, blogs, logs, social networking, and gaming. Therefore, teachers can have easy access to authentic materials and implement many sources of language teaching materials effectively. Regarding the appropriateness of the materials, authentic texts have to be chosen considering the content, exploitability, as well as readability. The content is suitable when it attracts the students' attention and when it is appropriate to their needs in addition to their abilities (Berardo, 2006).

2.3. Criteria for Selecting Authentic Materials

Aiming to prepare students to function in a variety of situations and for multiple purposes, educationists should consider that the relevance of the teaching materials is more important than the materials themselves. Bacon and Finneman (1990) emphasised that the authentic texts should be culturally relevant to the students'

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experience through a foreign language. If the materials outdo learners' ability or performance, they might lead to de-motivation and discouragement from learning the target language. Kim (2000) and Kilickaya (2004) added to literature that authentic materials can be used mainly with advanced and intermediate proficiency level learners, while other scholars, to name, Miller (2005), believed that authentic materials can be used even with lower level proficiency learners too. Accordingly, Berardo (2006) researched and provided three criteria for selecting authentic texts. They are suitability of content, exploitability, and readability. Suitability of content indicates that the materials selected should fit the students' interest in the foreign language and should be appropriate to their needs and linguistic abilities. Meanwhile, exploitability refers to the way the chosen materials could be used to develop the students' competence in addition to how they can be exploited for teaching purposes. Finally, readability refers to the language of the text, including the structural and lexical difficulty as well as the amount of new vocabulary and grammatical forms because "a careful and wise selection of materials focused on learners is a must when we want a positive response from them" (Lee, 1995: 325).

3. Research Method

In most Algerian universities, English is taught either as a main course of study as for the English departments, or as an auxiliary course in other non-English speaking departments. EFL Students at the department of English, actually, go through a three-year program in the new implemented LMD system (a system that replaced the classical one in which students had to fulfil a four-year program. As far as the English department at Blida 2 University is concerned, and after reviewing the four language skills classes, the listening class is not considered as an independent unit, rather, it is complementary with the speaking class, which is, a weekly 90 minute class session shared by both classes successively, listening and speaking, forty-five minutes class each. Accordingly, the weekly time allotted to the listening class is not more than 45 minutes time while more attention it to be given to the neglected skill to obtain communication aims. As a general objective, the first year LMD listening and speaking course aims at: developing students' listening and speaking skills, helping students develop strategies to enhance their listening and speaking performance, and deal with listening and speaking difficulties. The materials used for listening classes are adapted for language learning and teaching as shown in the official first year LMD Listening/Speaking syllabus.

As far as the English Department at Blida 2 University is concerned, It seems that listening is a "Cinderella skill" or secondary to other more active language skills. This is the reason why many foreign language learners' focus is put on how to speak and not on how to put efforts to listen effectively. Consequently, many of them find it difficult to listen to foreign language despite the fact that listening is a vital skill. As Guo and Wills (2006) stated; " Listening is the medium through which people gain a large proportion of their education, their information, their understanding of the world and human affairs, their ideals, sense of values" (p.42). In a language class, comprehension of aural input plays a critical role in foreign-language learning. It is, therefore, important that listening should be emphasized in the early phases of foreign-language instruction. Regardless of the significance of listening as an active skill, a traditional language classroom focuses extensively on reading and writing skills, and exposes EFL students more to written input than aural input (Ferris, 1998; Leow, 1993). Such considerations made the reason for the researcher to focus on the listening skill for the present study in addition to time limitation where not all language skills could be explored at once.

To that end, and after reviewing the existing related literature, the aim of the present small-scale study is to unveil the EFL teachers as well as students' attitudes and dispositions toward using authentic materials in foreign language teaching and learning. It attempts to explore the English Department at Blida 2 University and answer the following questions:
-What are the teachers' and students' attitudes and dispositions towards the use of aural authentic materials in the listening comprehension classes?

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For further exploration, a sub research question has been formulated:
 - What could be the effect of using aural authentic materials on the students' listening comprehension ability?

3.1. Participants

Eight EFL teachers who are part of the teaching board at the English Department at Blida 2 University had been approached to take part in the present study. All participant teachers were Algerian EFL teachers with different teaching expertise and academic ranking. Some were going through doctoral programmes when the study took place and were reached through their personal emails.
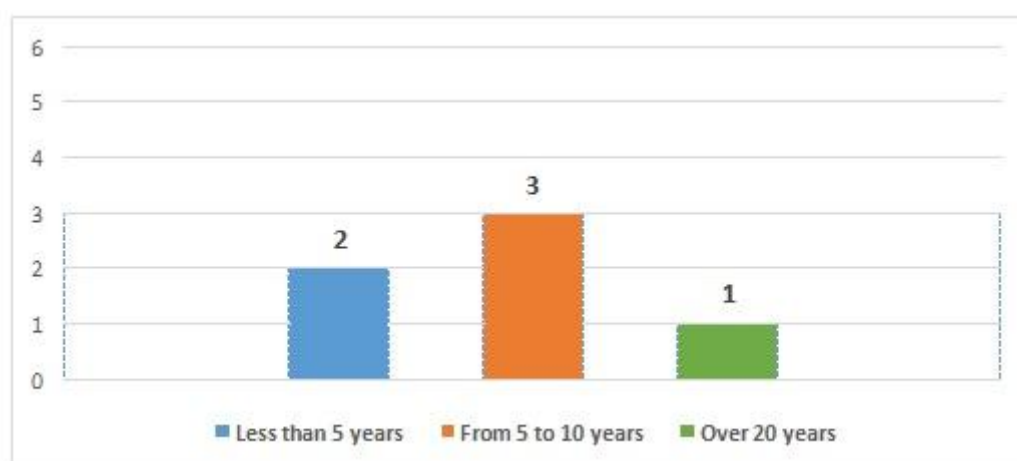

Figure 01: Participant teachers' Teaching Experience

For the participant students, they were 87 first year EFL students from the English Department at Blida 2 University, Algeria. They were full time students for the 2017/2018 academic year. They follow a three-year program to get a bachelor's degree. They have been selected randomly without any preference to guarantee the quality of the data. Random sampling technique is a type of probability sampling technique in which all individuals will be chosen in such a way that each student have an equal chance of being selected. The reason including first year students is that the course of listening is offered to the students from their first year. In addition, most of them come directly from high school where most English classes rely on adapted listening materials so the impact of being exposed to authentic materials in their first year at university would be better observable. Both students and teachers were asked to answer a questionnaire, while the teachers whose classes were observed, were required to answer both a questionnaire and a post class observation interview.

3.2. Procedures and Instrumentation

For the current study, both qualitative and quantitative instruments were used for gathering data . The use of both types of instruments would provide a more comprehensive picture of the participants' attitudes than could be possible with one data collection method alone (Creswell, 2014). Three data collection instruments were used: classroom observation, questionnaires for both teachers and students and teacher semi-structured interviews. The data was collected regarding authentic materials that used by ELT teachers in classrooms and the triangulation of these data collection methods would lead to valuable conclusion with an approximate exactitude.

3.2.1. Class Observation

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As a first step, classroom observation attempted to collect dataset and make the researcher become an observer and a member of the setting he is about to explore. In this order, a class observation would be a valuable tool since it provides more opportunities for a better understanding and exploration of the context within which students interact with the teacher and the materials used rather than mere guessing. Classroom observation "provides direct information and it is one of the three basic data sources for empirical research" (Dörnyei, 2007: 178). The main objective of the present observation was to find out the extent to which aural authentic materials could be of an effective use in the EFL Classes and what are the teachers' and students' attitudes towards such use.

	session	Date		Class time	Room	Group	Students
Teacher A	Sc. 01	15.04.2018	Sunday	10:00-11:30	26	07	13 (10 female students+ 03 male students)
Teacher B	Sc. 02	22.04.2018	Sunday	11:30-13:00	26	01	23(17 female students+ 06 male students)

Table 1: Class observation sessions

The first classroom observation was held on the 15th of April 2018. The class was organized into two timing parts; the first 45 minute-part was devoted to the listening class while the second half of the class of 45 minutes too, was devoted to the oral expression class. The second classroom observation was scheduled for the 19th of April 2018. Unfortunately, the planned classroom observation did not take place. It was replanned to a speaking class given that the second term exams were rescheduled and advanced for organisational motives. The third classroom observation was on the 22nd of April 2018. As regularly, it was organized into two sections as usual; a listening class followed by a speaking class both of a 45-minute time.

3.2.2. Surveys

As a second step, a questionnaire was designed to determine the EFL teachers' attitudes and dispositions towards using authentic materials in their listening classes at the English Department at Blida 2 University. The questionnaire items were based on an extensive review about the use of authentic materials in teaching a foreign language. In addition, the teachers' questionnaire was built on open-ended items, which sought to collect data about participant teachers' personal profile, perspectives regarding the currently used EFL listening text materials, and teachers' dispositions and attitudes towards using authentic listening input in class.

For participant students, a questionnaire was submitted randomly to first year EFL students at the English Department as a means of data collection. The aim was to deeper find out accurate information about the students' attitudes and disposition towards using aural authentic materials in the foreign language listening classes. Both closed ended and open-ended questions were used to seek a better understanding of students' attitudes in using and comprehending authentic texts. The questionnaire's head-in, presented an explanation of what could be an authentic text. Three parts structured the questionnaire; a 10 rating statements where the aim was to unfold the students' awareness about the importance of listening as a skill, and the importance of using aural authentic texts, in addition to their attitudes and disposition towards the use of authentic texts in their listening classes. In order to check the students' reliability in responding to

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the items, a multiple-choice section made up of three items was given to the respondents who were asked to tick a choice out of three. The aim was to explore the students' preferences about the best listening comprehension class to be like. Finally, an open ended-question section made up of 04 items aimed to explore deeper in the students' disposition and awareness about using authentic materials, and make them reveal aspects about their learning process that the teacher or the observer might or might not be aware of, in relation to the use of aural authentic materials in the listening classroom. The quantitative data was gathered through analysing the scaled and multiple choice question sections while the qualitative data was gathered through the open-ended question section.

3.2.3. Interviews

Interviewing, is a natural and socially acceptable way of collecting data as it can be used in various situations covering a variety of topics Dörnyei (2007). Face-to-face interviewing is one of the oldest and most widely used methods of conducting primary research. Used as another data collection tool and to deepen the exploration teachers attitudes' about using aural authentic materials in the EFL classes, a teacher post-class observation interview was conducted directly at the end of the two classroom observations. The researcher, through a face-to-face interview, could receive valuable information about the teacher's disposition and perception of the listening class and the students' motivation towards the use of aural material whether authentic or adapted. A semi-structured interview was used in which the researcher used a written list of questions as a guide, while still having the freedom to digress probe for more information. Semi structured interviews are flexible and fluid, where both interviewer and interviewee create the stream of the interview simultaneously.

4. Results and discussion

Data sets were collected through class observation, questionnaires, and semi-structured teacher interviews for the particular aim of the study. Data were analysed using both quantitative and qualitative data analysis methods presented under narrative textual information, numerical and statistical too. The class observations, the teachers' questionnaire, and the interview were analysed qualitatively. On the other hand, the students' questionnaire was dealt with qualitatively and quantitatively according to the nature of the item analysed.

In fact, the current study, attempted to explore EFL teachers and students' attitudes and disposition towards using authentic materials in the EFL classes. After the data analysis and interpretation, some conclusions were drawn in order to provide approximate responses to the research. Analysis and interpretation of the data sets collected through the research instruments revealed that both teachers and students showed a significant disposition and motivation towards the use of authentic materials in the listening classroom. The findings were consistent with previous research results (Kilickaya, 2004; Zoltan, 2010; Murray et.al 2011; Thanajaro, 2000; Guariento and Morley,2001), where they showed the significance of using authentic materials in increasing students' disposition and motivation. Additionally, the data findings gathered using teachers and students' questionnaires showed consistency with previous studies (Berardo, 2006; Field, 2004; Kilickaya, 2004; 2008; Miller, 2006; Mousavi, 2012; Thanajaro, 2000) where they are in favour of the effective use of authentic materials on the students' comprehension skill.

As far as the EFL participant teachers' answers to the questionnaire and semi-structured interview are put to discussion, the findings show that the participant teachers hold a positive attitude towards the authenticity of the teaching materials. Despite the challenging nature of the texts, they still represent an effective way to engage learners in the process of interaction and practice in a more natural language environment. The debate to integrate natural texts is long past. However, current world discussions point to matters that relate to practitioners' attitudes and dispositions towards the function of authenticity. Most of them revealed a consistent agreement about the positive attitudes teachers hold regarding the use of authentic materials in EFL classes. In the same respect, teaching, as a discipline depends on the disposition of its contributors who are the teachers. Therefore, this might be reflected on students' achievements. For

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instance, empirical studies revealed that teachers' attitudes can have a positive impact on students' motivation and achievement (Dornyei, 2007). Akbari and Razavi (2016) carried out a study aiming to elicit the attitudes of Iranian English language teachers towards using authentic materials in their classes. The results showed that teachers had positive attitudes towards using authentic materials in FL classes. Authentic language provides a means of interaction for the learner. Therefore, using authentic materials may better engage the learners since they provide an opportunity to present real language. The usefulness of authentic materials may also vary in significance depending on the communicative purposes; motivation, cultural concerns, and creating language consciousness. In fact, from a linguistic approach, previous research findings showed that comprehension relies on vocabulary knowledge where learners should focus on content words, stress and intonation rather than function words and grammar only. According to Krashen (1985), to learn and understand a language, learners should be exposed to the linguistic input of that given language and which should be beyond his competencies as well.
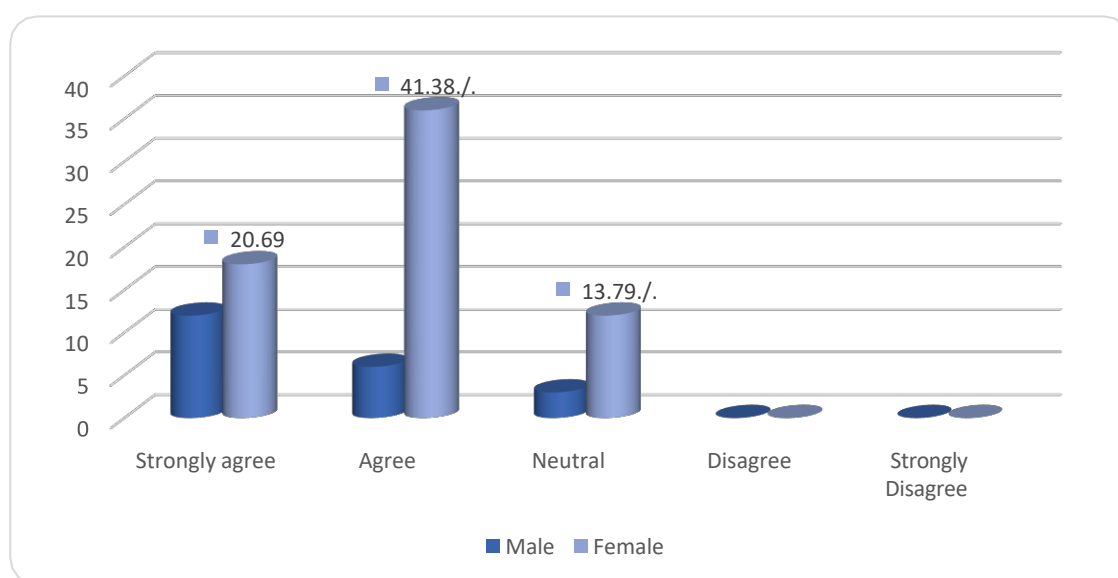

Figure 01: Students' attitudes towards using authentic materials

For participant students in the present study, the data findings revealed that all of the students were native Algerians, who did not spend time living outside their country. Studying English for academic and non-academic purposes, there would be possibilities that such circumstances would obstruct them from not enjoying learning texts as authentic as they exist in the countries where they are naturally produced. However, instead of reacting less positively, they revealed their contentment with the use of authentic texts since these materials would bond the real world to the foreign language artificial environment they are put to. In the same respect, and while complaining about the little time allotted to the listening and speaking classes, the participant students highlighted a preference towards listening and speaking classes as they provide an opportunity to meet real language as it is used and as an opportunity to voice their ideas and personalities using the target language. Except of the small number of students who consider using authentic texts as boring and non-motivating, from the data sets collected from participant students' questionnaire, the participants stated that their encounters with authentic texts are beneficial for their linguistic progress and challenges them to comprehend foreign language learning more effectively. There is a matter linked to the authenticity of materials that is whether learners hold a positive attitude to using authentic materials as significant and influential in their language learning. Empirical studies have confirmed optimistic results obtained from listeners put to interaction with authentic texts (Porter & Roberts, 1981; Shrum & Glisan, 2015). Hillyard et al (2007) also found that a group of students had reported great satisfaction with an

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intensive English program based mainly on exposing the students to a variety of authentic texts. However, their conclusion was based on class discussion only, and not on other research instruments such as interviews and questionnaires. Likewise, Herron and Seay (1991) went on a study including intermediate level students interaction to authentic texts and found that students who listened to authentic radio tapes as a substitute for regular classroom activities demonstrated significantly a greater comprehension than those students for whom the authentic radio program had not been a part of the semester's curriculum. Their research concluded that comprehension skills might improve with more exposure to authentic materials.

5. Conclusion

While learning a foreign language, exposure to real life language is fundamental, but whenever natural exposure is not to hand, then using authentic materials for foreign language classroom may be a significant alternative for students provided that certain criteria are considered. Students need to know that a foreign language may possibly function differently from the way their own native language does. Thus, it is the EFL teacher's job at the first place to provide them with a wide array of authentic foreign language exposure. Teachers should expose students to more authenticity in the foreign language classroom to make them practise "real life" language situations with appropriate comprehensible input. Appropriate adapted materials may facilitate the teachers' task in using authentic materials, and foreign language departments should afford easy access to teachers so that teachers are introduced to effective resources and the way to select these materials as well as how to design appropriate tasks. Collaboration among EFL teachers is significant too. This way, teachers exchange experiences as well as knowledge for a better handling of the foreign language teaching process. Collaboration may also minimize the efforts teachers invest as they can split syllabus and search for authentic materials as well as design appropriate tasks. For instance, experienced teachers provide advice for their novice colleagues who, in return, help them in finding materials as they are more acquainted with technology and ICT. The results of the present small-scale research, revealed a positive teachers and students' attitudes towards using authentic materials and their possible positive impact on EFL students. In addition to the disposition showed by both teachers and students about using authentic materials, implementing the use of such materials effectively and appropriately would result in better achievements and effective foreign language performance.

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Authors' Biographies

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Dalila Brakni is a professor of Didactics. She got her PhD from Nancy 2 University, France in 2006, and is currently teaching various ELT courses at graduate levels at the University of Blida 2, Algeria. She has published and presented several papers and scientific activities in her area of expertise and has been the head of the PhD project of linguistics, didactics, and literature at The Faculty of Arts and Foreign Languages, Blida 2 University, Algeria. (2017-2019).

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Appendices

Appendix A: Teachers' Questionnaire

Ali Lounici University
Blida 2, Algeria
Faculty of Letters and Languages
Department of English Language

Dear participant,

Thank you the most for taking part in the present survey I am conducting as part of my research on authentic materials in the foreign language classroom. Participation is voluntary. All answers will be kept confidential and all research findings reported will be on an anonymous basis and will not be associated with the names of participants.

Please note that the expression 'Authentic materials' is used here to refer to audio or video recordings of speech or a conversation that is spontaneously produced by native speakers of the language, such as radio & TV broadcasts, songs, movies, and which are not meant for learning purposes.

General guidelines: Please, tick where you consider appropriate and write down where needed.

Part 01: Background Information

1. Gender: -Female teacher ☐   -Male teacher ☐
2. Your highest degree: -Bachelor ☐ - Master / Magister ☐   -PhD ☐ -Other ....
3. Employment Status: -Full time ☐   -Part time ☐
4. Years of teaching English ....…..
5. Have already been to an English speaking country ☐
   -Never been to an English speaking country ☐
   -Lived there for..
   -Stayed there for ....

Part 02. Teaching Practices

1.What are the types of materials that you use in teaching listening?

Authentic materials ☐ Non-authentic materials ☐   Both materials ☐

2.Do you use authentic materials in your classes?   Yes ☐   No ☐

If yes, what are they?
……………………………………………………………………….…………………..……………………
…………………………………………………………………..........………………………….…....

3.How often do you use authentic materials in your classes?

Regularly ☐   Sometimes ☐   Rarely ☐

4.Where do you get these materials from?
…………………………………………………………………………………………….....………………
……………………………………………………………...……………….....

5.Do you have an easy access to these materials at University?

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Yes ☐   Hardly ☐   No ☐

6.Are there any specific criteria you follow to select authentic materials for your listening classes?
………
………………………………………...…………………………….....

7.Do you think that the use of authentic materials is beneficial for teaching listening?

Yes ☐   Not really ☐   No ☐

8.Do you recommend the use of such materials in teaching listening? Please, elaborate.
…………………………………………………………………………………..………………………
………………………………………………………………………………….................................

9.How could EFL learners benefit from listening to authentic materials?
……………………………………………..………………………………………..…………………
…………………………………………………………………………………..……..……………..
.

10.Do you encourage your students to listen to authentic materials outside the classroom? Please, elaborate.
……………………………………………………………..…………….…………………………
…………………………………………………………………………….......................................
.

11.Do students show more interest when using authentic materials rather than non-authentic?
…………………………………………………………………………….…………………………
…………………………………………………………………………….…………………………

12.How can authentic materials help EFL students' listening comprehension inside and outside the classroom?
…………………………..……………………………………………….……………………………
…………………………………………………………………………………….................…..……
.

13.What challenges do you face when working on authentic materials?
…………………………………………………………………………...…………………………
…………………………………………………………………………….....................................
.

14.What do you do to try to overcome these challenges?
………………………………………………………………………..…...…………………………
…………………………………………………………………….…..

15.What would you say about your own experience regarding the use of authentic materials?

…………………………………………………………….………………………………………
……………………………………………………….................................……………………..

Thank you very much for your cooperation!

Appendix B: Students' Questionnaire

Ali Lounici University
Blida 2, Algeria
Faculty of Letters and Languages
Department of English Language

Dear participant,

Thank you the most for taking part in the present survey I am conducting as part of my research on authentic materials in the foreign language classroom. Participation is voluntary. It is not a test where there are "right" or "wrong" answers. All answers will be kept confidential and all research findings reported will be on an anonymous basis and will not be associated with the names of participants.

Please note that the expression 'Authentic materials' is used here to refer to audio or video recordings of speech or a conversation that is spontaneously produced by native speakers of the language, such as radio & TV broadcasts, songs, movies, and which are not meant for learning purposes.

General guidelines: *Please, tick where you consider appropriate and write down where needed.*
Background Information
  1.Age:...........................
2. Gender: -Female ☐   -Male ☐
3. How many times have you been abroad? ....
4.If so, Which countries have you been to? ....
Part 01: Classroom materials
• *Please, tick where you consider appropriate*
• (**SA** = Strongly Agree) (**A** = Agree) (**N** = Neutral) (**D** = Disagree) (**SD** = Strongly Disagree)

Items	S. A	A	N	D	S. D
1. I think that listening is an important skill for language learning.					
2. When I listen to English, I can make the difference between native English and adapted-to-learning English.					
3. The non authentic materials we listen to in class are more interesting than authentic/native ones.					
4. Authentic materials are difficult for me to understand if I listen to them.					
5. Authentic materials are more motivating than adapted materials.					
6. Authentic materials are different from adapted-to learning English.					
7. Listening to English through adapted texts makes me feel self-confident.					
8.I think that teachers should use more authentic listening input to improve our linguistic skills.					
9. I think that authentic as well as adapted texts help me improve my listening skills.					
10. Authentic texts contain elements of natural language just like adapted ones.					

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Part 02: Multiple-choice items

• *Please, tick where you consider appropriate*

1. In your opinion, which of the following types of listening classes is best?

Using authentic materials ☐   using adapted materials ☐   using both ☐

2. What do you think of learning listening through authentic materials?

Boring ☐   Motivating ☐   Neutral ☐

3. Do you think that the use of authentic materials is beneficial for teaching listening?

Not beneficial ☐   Beneficial ☐   Neutral ☐

Part 03: Open-ended questions

1. What kind of materials do you want to listen to in your listening classes?
……
…….....

2. What are some benefits of authentic materials for you as a learner of English?
....
....

3. What challenges/difficulties do you face when listening to authentic materials?
....
....

4. Would you like to add any comment?
……
……

Thank you very much for your cooperation!

Appendix C: Teachers' Interview

Ali Lounici University
Blida 2, Algeria
Faculty of Letters and Languages
Department of English Language

The following questions were used as guidelines during the interview:

1. Would you please tell me the aim behind today's class?
2. Concerning the present class, what is the type of materials you have used?
3. Do you think that your students were motivated during this class?
4. If yes, do you think that the reason is the choice of the materials used?
5. Does is happen that you use authentic materials regularly while teaching EFL?
6. Concerning the materials, what are some of the challenges you faced during today's class?
7. Is there anything else related to using authentic materials that you want to add?