

**THE EFFECT OF USING AUTHENTIC MATERIALS ON THE  
SPOKEN USE OF ENGLISH VERB TENSES FOR ENGLISH AS  
A FOREIGN LANGUAGE AMONG ARAB SECONDARY  
SCHOOL STUDENTS IN MALAYSIA**

**AMEER K. RASHEED**

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## Abstrak

Kebanyakan murid Arab yang mempelajari bahasa Inggeris sebagai bahasa asing (EFL) di Malaysia menghadapi masalah untuk menggunakan bahasa Inggeris dengan fasih dalam perbualan. Kaedah pengajaran yang digunakan oleh guru bersifat tradisional dan mereka masih menggunakan kaedah terjemahan tatabahasa. Kaedah ini gagal menghasilkan pelajar Arab yang bertutur dengan fasih dalam bahasa Inggeris. Meskipun, terdapat beberapa penyelidikan yang meneliti penggunaan bahan tulen dalam pengajaran bahasa Inggeris dalam kalangan pelajar EFL, namun tidak banyak kajian yang menyelidik kesan penggunaan bahan pengajaran tulen dalam kalangan murid Arab EFL. Oleh yang demikian, kajian ini bermatlamat untuk menyelidiki kesan penggunaan bahan tulen terhadap penggunaan lisan dari aspek sistem kala bahasa Inggeris dalam kalangan murid Arab di sebuah sekolah menengah antarabangsa di Malaysia. Kajian ini juga meneliti cara murid (penutur jati bahasa Arab) mempelajari EFL, persepsi murid Arab EFL dan persepsi guru Arab EFL terhadap penggunaan bahan tulen. Penyelidikan menggunakan reka bentuk kuasi eksperimen. Kumpulan kawalan yang terdiri daripada 25 orang murid diajar menggunakan kaedah konvensional, sementara kumpulan eksperimen yang mengandungi 35 murid diajar menggunakan bahan tulen. Empat jenis bahan tulen yang digunakan dalam pengajaran kumpulan eksperimen selama 18 jam terdiri daripada filem, video, akhbar, dan foto. Praujian lisan, pascaujian lisan serta temu bual berstruktur telah dijalankan ke atas kedua-dua kumpulan. Data yang diperoleh dianalisis menggunakan dua ujian tak berparameter, iaitu ujian Wilcoxon Signed-Rank untuk melihat sama ada sampel adalah berpadanan dan ujian Mann-Whitney untuk melihat sama ada terdapat perbezaan signifikan dalam min ujian lisan kumpulan kawalan dan kumpulan eksperimen. Dapatan memperlihatkan kebanyakan murid Arab EFL yang mempelajari bahasa Inggeris di sekolah menengah antarabangsa tersebut mempelajari bahasa Inggeris melalui teknik hafalan. Guru percaya bahawa bahan tulen boleh membantu murid menggunakan bahasa Inggeris di dalam kehidupan seharian dan murid mendapat motivasi untuk mempelajari bahasa Inggeris. Dapatan pascaujian juga menunjukkan bahawa kumpulan eksperimen mempamerkan pencapaian yang lebih baik dalam penggunaan sistem kala bahasa Inggeris berbanding kumpulan kawalan. Sebagai kesimpulan, penggunaan bahan tulen boleh memberikan murid Arab EFL pengalaman pembelajaran yang merangsangkan dan mendedahkan mereka kepada kepelbagaian dalam kaedah pembelajaran. Kajian ini menyumbang kepada penggunaan bahan tulen terutamanya dalam pengajaran tatabahasa dalam konteks EFL. Guru Arab EFL boleh membantu murid Arab EFL dengan meningkatkan pedagogi guru melalui aktiviti pembelajaran yang lebih menarik, merangsang, interaktif, dan melibatkan murid secara aktif dalam pembelajaran.

**Kata kunci:** Bahantulen, Pengajaran tatabahasa, Sistem kala, Bahasa Inggeris sebagai bahasa asing, Kuasi eksperimen

## **Abstract**

Many Arab learners in Malaysia, who are learning English as a foreign language (EFL), are struggling to use English language proficiently in conversations. The methodology used by the teachers is largely traditional in nature and they still use grammar translation method. This method failed to produce proficient Arabic learners in English, especially in speaking. Although some studies have been conducted on the use of authentic materials in teaching English to EFL learners, there is lack of research on the effects of using authentic materials among Arab EFL learners. Therefore, the present study aimed to examine the effect of using authentic materials on the spoken use of English verb tenses among Arab international secondary school students in Malaysia. The study also examined the ways native Arab speakers learn EFL, and the perceptions of Arab students and EFL teachers on the use of authentic materials. The present study adopted a quasi-experimental design in which the control group which consisted of 25 students was taught using the conventional method while the experimental group of 35 students was taught English using authentic materials. The four types of authentic materials that were used are films, videos, newspapers and photos during 18 hours of experimental teaching. A speaking pre-test, a post-test and structured interviews were conducted with both groups. The data were analysed quantitatively using two non-parametric tests, which are the Wilcoxon Signed-Rank test for checking whether the data samples were matched and the Mann-Whitney test for comparing any significant difference of the means of the post-test of both groups. Findings revealed that the majority of the Arab EFL learners, who learnt English at the international secondary school, learnt English through memorization. The teachers believed that authentic materials could help the students practice English in real life and the students were motivated in learning English. The findings showed that the experimental group performed better than the control group in using tenses in the post-test. It is concluded that the authentic materials could provide stimulating, and enriching learning experience among Arab EFL learners. The study contributed to the use of authentic materials particularly for grammar teaching in an EFL context. The EFL teachers would be able to facilitate EFL learners by improving their pedagogy in terms of creating more interesting, stimulating, interactive and engaging language learning activities.

**Keywords:** Authentic materials, Grammar teaching, Verb tenses, English as a foreign language, Quasi experiment

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

Authentic materials are used increasingly and rapidly in language teaching in recent years in terms of speaking process. Harmer (2001, p.10) points out that authentic materials are real texts used by native speakers, and have been designed for the speaker of the language. Another grammarian, Celce-Murcia (1996, p. 2), suggests that the use of authentic materials has been shown to result in better interest among students to learn and understand grammar compared to solely relying on books, and classified authentic materials as those materials are not used for the purposes of language learning. Herron and Seay (1991) claim that more exposure to authentic materials improves effectively the teaching of the language and results in better performance in English. Ur (1984) argues that exposure to authentic speech affects second language students to learn best that which has been planned, taking to improve students' ability in speaking. The use of videos, films, songs and newspapers will enhance learners' ability in the target language. Herron and Seay (1991, p. 8) explain that using these materials will involve students in real life. They have to communicate by using various types of authentic materials in the language classroom such as songs, news and weather reports. Moody (1984) highlights that training in the implementation of speaking can be done in a language classroom by teachers who have a wide range of knowledge in using authentic materials.

## **1.1 Background to the Study**

This section discusses the problems faced by Arab learners in an Iraqi school in Malaysia by highlighting the situation with Arab students, noting various causes of their problems with English as spoken by native speakers, and students' attitudes and motivation.

In 1995, some Iraqis started looking for help to open a primary school for their children. As a result, some teachers started holding classes with the approval of the educational authorities, and the student population began to grow. The school started with 28 students and its current population is around 500 students. There are two Iraqi schools in Kuala Lumpur in which one of them is next to the Iraqi embassy and it has 30 staff including teachers, administrative personnel and janitors. The school is divided into a primary and secondary stage, where the latter stage comprises two levels - intermediate and preparatory. There are 28 teachers, all of whom are females, and two of them are English teachers. The syllabus, teaching curriculum and books are similar to those being offered in Iraq.

## **1.2 Education in Iraq**

Ba'abad, (1992, p. 62) pointed out that the responsibility for schooling throughout the country was assigned to the Ministry of Education. With the help of certain Arab countries, some educational advisers were sent to serve as general educational advisers within the Ministry (UNESCO, 1996:1417). In this way, the relative educational progress acquired in other Arab countries has influenced the establishment of the new educational system in Iraq.

Since 1968, the provision of education has expanded extensively in all areas of the country, especially in the last few years. Naif (2003, p. 13) adds that the principles of equal rights have been endorsed by the Iraqi government such that 'Iraq, as in other developing countries, practices justice and equality in ensuring education for all'. Educational institutions have been to ensure Iraqi citizens of educational opportunities. In fact, this educational provision has not only been horizontal but vertical as well and many institutes for teachers' training.

### **1.2.1 The Status of English in Education in Iraq**

Al-Sohbani (1997, p. 29) explains that the English language is confined to the classroom only and Arabic is the official language of the country and it is spoken by all Iraqis, it is 'the language of education'. As far as English is concerned, it is a foreign language which is included as a subject in the school curriculum. Naif (2003, p. 2) points out that 'English is the only foreign language taught in the public school system in Iraq'. It is introduced to Iraqi learners at the age of 9 in the fifth grade and is taught for eight years until the end of the secondary stage. Many private schools in the country, however, begin teaching English in the first grade, and sometimes English is introduced even earlier, in kindergarten. Al-Ghraphy (1990), cited in Naif 2003, p. 2), reports that the Ministry of Education in Iraq provides the following objectives for teaching English in public schools. Firstly, students can continue their high studies abroad. Secondly, learners can read and write in English in order to provide them with skills that will enable them to deal with foreigners and to give them a wide range of thinking to use the language they are learning and to bring the learners to some degree of confidence in themselves.

Last but not least, the objective is to reinforce the students' understanding of how to experience the target language as it is spoken in the real world. The English language also enjoys a privileged position in almost all the faculties of all the universities in Iraq. In all the faculties of education, there are English departments that are responsible for training English teachers to teach English to Iraqi learners at the pre-university stage of their learning. Al-Quyadi (2000, p. 15) asserts that because of the importance of the English language, and because of the increasing numbers of jobs which require having a person, not only good at his or her speciality but having a wide range of knowledge in English language. In Malaysia English is an important language because it is almost spoken by all people and it is also a dominant language of commerce, science and technology.

### **1.2.2 English Language Teaching in Malaysia for Iraq Students**

Mukattash (1998, p. 30) argues that the methodology used by the teacher is largely traditional in nature and the Iraqi teachers still use grammar translation methods and repeated rules. They may also use the same rule of invitation articles and the offered one that is followed by a noun. For examples, 'Let's drink some tea', and 'Let me get you some tea'. They commit many mistakes on the syllables' stress and articulation. Iraqi students have been learning English for many years but their proficiency is still low. Good and Brophy (1994, p. 212) admit that language, as it is [in the classroom situation], did not receive much scholarly attention until recently, so that teachers are forced to rely on unsystematic 'methods' or on advice coming from questionable theories which are not really related to linguistics or applied linguistics. Teachers can use several techniques and activities that can persuade and change the attitudes of the students because the world is changing in a fast manner day by day.

In terms of teachers, Shearin (1994, p. 54) points out that they also need to know what kind of activities can motivate and stimulate students to learn. This does not mean that teachers who teach in the classroom have to know only what to use (Kudo, 1999). Therefore, the teachers' effective strategies in the classroom are essential for successful results in the process of language learning (Berlinger, 2004:7).

Although there are many types of activities are used by teachers in the classroom, not all of them succeed in making students aware of how to improve their English. In this respect, Brophy and Kher (1994) cited in Kudo (1998, p. 28), argue that 'the improvement is low and there will continue to be little evidence of how-to learn in the typical classroom' since teachers do not supply what students are actually able to engage in and enjoy in the classroom, and they do not know how to stimulate the students' interests, increase the students' ability to speak English, to raise their standard in the target language and get the maximum participation. Using authentic materials will make them get involved in class activities and keep the class lively and dynamic. Al-Sohbani (1997, p. 4) suggests that 'it seems that in a situation like the one prevailing in Iraq, students need helpful sources, and the task to explore how to improve the learning of English among Iraqi secondary school learners can be urgent'. The writer means that teachers should be aware of the circumstances in Iraq and the major problems that hinder the progress of the learning of English in Iraq. In a practical sense, the teachers are the ones who should change the methods used.

It is an important responsibility of teachers in EFL classrooms to help their students by looking for interesting activities that are appealing and interesting. Dornyei (2001, p. 116) suggests that teachers need skills in using any types of activities outside the classroom as these are central to the effectiveness of their teaching. They should not



only be knowledgeable about the general concepts of the real language in language learning, but should also be able to apply the use of authentic materials, where it may be lacking. This implies that the teacher can use different activities that are appealing and interesting in the classroom and that may help to enhance the learner's learning. In this respect, Gagne (1985, p. 2) points out that a student learning to participate in activities is one of the most important types of speaking. Thus, besides the concept of attitudes, it is essential to consider the exposure of authentic materials that can facilitate the students' positive activities toward learning a language. As explained earlier, English is introduced quite late to learners in all Iraqi public schools, i.e. when they are at the age of nine in grade five of the basic educational system (Rababah, 2003; Al-Shamiri, 1991; Al-Sohbani, 1988, p. 82). Until the end of the 1980s, the methodologies used in Iraqi public schools were inappropriate for the primary reason that English teachers in Iraq were from different countries and had different experiences and training (Naif, 2003). Al-Wasy (2002, p. 3) adds that the majority of the English teachers in Iraqi schools used to apply the same method, which is the grammar translation method. Thus, they considered any suggestion for change as a criticism of their teaching method.

The question of the methodology used by the teachers requires some clarification at this juncture. The methodology used by the teachers is largely traditional in nature, except for the limited efforts of some teachers to make it more communicative (Al-Quyadi, 2000, p. 122). Therefore, some expatriates who came to Iraq tended, consciously or unconsciously, to follow the same methodologies used in their own countries (Al-Quyadi, 2000). For example, 'Egyptian teachers, who are the majority, tend to be hardworking but very traditional in their methods and methodologies' (British Council, 1983, p. 2). Al-Aza'azi (1987) cited in Al-Sohbani (1990, p. 41),

points out that the different methods and methodologies used by the expatriate teachers hindered the progress of the learning of English in Iraq.

Al-Quyadi (2000, p. 8) adds that 'some of the Iraqi teachers are hardworking and innovative as far as the English language teaching methodology is concerned'. With regard to the expertise level of the graduates and in-service Iraqi teachers, Sahu (1999, p. 2) claims that some 'Iraqi teachers of English have not only had an adequate level of linguistic competence as good users of the language themselves, but also a well-equipped repertoire of professional strategies to teach English as a 'skill', not as a 'content' subject. This is probably due to the Iraqi English language teachers' preparation and training programmes. With regard to this, Al-Wasy (2002, p. 16) adds that a quality teacher preparation course should be applied for on-the-job training of teachers. In fact, English is a compulsory school subject in all the six grades in which English is taught (the fifth to the sixth in the primary stage and the first to the sixth in the secondary stage). English, as a school subject, has been given the attention and focus it deserves at the school level. It is allocated the same amount of time and weekly periods as Arabic, Science and Maths. Schools generally offer between three to five hours of English studies per week with the general objective of the curriculum being to provide learners with a practical command of spoken English (Al Ham, 1995).

This needs elucidation as the different English series taught to Iraqi learners incorporate different types of curricula and methodology. The teaching of English in Iraq has faced a series of changes which Al-Quyadi (2000, p. 9) considered the changes largely determine 'the shape and the level of English that such learners acquire'.

In general, however, such methods failed to produce proficient learners in English, especially in speaking skills. Sahu (1992, p. 2) points out that 'Iraqi school students finish their secondary education with ineffective EFL education and poor communicative skill in English'. Such an ineffective EFL education made Iraqi educators and language experts realize that the Iraqi English syllabus series was not effective enough in helping Iraqi learners fulfil their foreign language goals (Naif, 2003). Additionally, Al-Sohbani (1997, p. 35) adds that 'the books in the Iraqi English syllabus have been criticized for not being effective and not linguistically interesting'. While in Malaysia the situation is different because the English curriculum and the syllabus series are effective and there are well trained teachers. The Malaysian teachers can prepare their students and they can face the world by themselves. This is due to the fact that Malaysia has many teachers who are capable of preparing students to be proficient in a second language. The developed techniques are being used inside their classrooms in order to make the students feel comfortable and the teachers also create fun English classes.

### **1.3 Syllabuses and Materials**

Iraq is opening itself more to the world and English is more necessary due to the importance of this language in science and commerce. The communication approach has begun to receive attention in all Iraqi schools (Al-Wasy, 2000). This is evident from the introduction of a new syllabus series for teaching English in Iraqi schools entitled *The Crescent English Course for Iraq* (CECI). The CECI, the current syllabus, was first developed in 1977 for teaching English in the Arab world and is based on research and seminars conducted in this regard. The adoption of the CECI

was initiated in 1990 in some Iraqi schools and was then implemented nationwide in all Iraqi schools (Al-Sohbani, 1990).

The CECI series does not advocate the memorization of grammar rules, sentence patterns and vocabulary because such activities are insufficient for effective language communication in the class to be appropriate and was implemented in schools in grades five to twelve. (Naif, 2003; Al-Wasy, 2002; Al-Raymi, 1999). Al-Romaim (2002, p. 1) assures that the CECI ‘encourages interaction between the teacher and the students and among the students themselves’. Students still commits many errors due to the lack of an effective approach and teachers' efficiencies. It provides the students with various communicative activities such as role plays and drills focusing mainly on the spoken aspect of the language, but the methodology used is ineffective. Al-Romaim (2002) further suggests that to keep students active in the class, and to do so, he or she has to develop certain techniques by which he or she can activate the classroom activities.

The mother tongue is neither to be used by the teacher nor the students. Rababah (2003, p. 5) elaborates that “it is desirable for the teacher (in the EFL communicative classroom) to keep students active in the class, and to do so, he or she has to develop certain techniques by which he/she can activate the classroom activities’.

The CECI series aims to promote effective classroom communication. A goal of this nature makes heavy demands on Iraqi teachers, who play great efforts in the teaching process to facilitate language learning and enhance the learners’ communicative competence.

### **1.3.1 The Curriculum used in Iraqi Secondary Schools**

Iraq follows a special curriculum in which the English course book for Iraq contains many units of varying lengths. The following unit describes and renews the syllabus, followed by a list of new words or expressions with phonetic transcriptions and the Arabic equivalents. The vocabulary items are arranged and explained according to their occurrence in the text. The activities of each unit are dialogue, oral practice, pronunciation and written homework. The dialogue refers to the steps that are used in the teaching of any dialogues that a teacher reads the dialogue to the class, the class repeats the dialogue chorally, and the teacher takes one part and the class takes the other part. The dialogue is slightly modified to reinforce the language but no new words are introduced. In an oral practice, the class repeats the dialogue chorally.

If a teacher wants to explain any new word or phrase, for example ‘had better’ meaning ‘It’s a good idea”, the teacher has to present the item in a real situation. For instance, for ‘had better’, the teacher may point to a pupil who came late the day before and say, ‘Ali, you came late yesterday. You had better come early’, or you may address the whole class. Teachers will make the pupils repeat the sentences chorally and individually, to help individual pupils to make similar sentences.

The written homework activity means that often, the teacher may take the pupils’ exercises home to check or mark them and ask his pupils to do some exercises at home. Occasionally, the homework is checked and marked new expressions are given when using dialogues, which allow them to deal with the text successfully without any explanation from the teacher.

## **1. 4 General Problems of Arab Learners**

The most common way of learning English, in Jordan, teachers of English explain the lessons in their native language, which is Arabic. As far as English is limited to be used in classroom only, it is a foreign language which is included as a subject in the school curriculum. This fact has been stated by many researchers, for example, (Al Ham, 1995), Harrison, Prator, Tucker, Abbad and Wahba (1998). Al Ham (1998, p. 19) believes that secondary learners commit errors in the area of speaking skills. She adds that there have been general outcries among school teachers, who are concerned with the teaching of the English language, and about the standard of English in Arab countries. In support of Al Ham's view, Zughoul (2000, p.16) argues that the lack of exposure to the English language has caused Jordanian EFL students to encounter many difficulties in English. In Yemen, students should be able to master tenses in order to improve their English because the education system is facing some problems that affect everybody and every learner.

In Sudan, Kambal (1998), in analysing the problem, has classified the errors into two types: spoken use of English verb tenses and the third person singular. Likewise, Egyptian learners of English also face problems in pronunciation. Saudi Arabian children learn English at the age of twelve years. Babbad (1992, p. 28) asserts that the weakness among Saudi Arabian learners is due to the lack of communication skills, as what has happened in the Arab world countries.

### **1.5 Problem Statement**

There is a common phenomenon that many English learners in Iraqi schools are struggling to improve their learning of English and are gaining a low academic achievement in this field, and there is a need to help them. If given the opportunities to improve, especially in the classroom setting, Mukattash (1998, p. 110) states that the

Arab learners of English encounter many problems. Firstly, they had a major problem in how to conceptualize the use of English tenses, how to understand the action of verbs and how to do verb conjugations so they cannot express themselves freely and comfortably. As a result, they cannot interact for an extended period of time. Secondly, they cannot manage the English language correctly inside and outside the classroom. This means the difficulty is related to the students' deficiency in communicative skills.

Al Ham (2002, p. 17) believes that another major reason for the problems in English communication could be due to the lack of exposure of learners to the English language as it deals with native speakers. She claims that increased exposure to authentic materials effectively improves the teaching of the language and results in better performance in foreign language as well as in second language classrooms, and the method which is currently used in Iraqi Schools (Grammar Translation Method) has been proven to be insufficient and inadequate in helping students to use English verb tenses in their speech. In support of Al Ham's view, Al Sohmani (2006, p. 5) in Amman, Jordan suggests that using many kinds of authentic materials such as films, videos and pictures can generate interest in the lesson and have some positive effect on improving student's oral English, and these have proven to be adequate.

Al Sohmani (2006) believes that there is a correlation between grammar and speaking skills, and he drew the hypothesis that grammar might have some effect on improving students' oral English. An empirical analysis was conducted to test the truth of this hypothesis. Some Jordanian students from the al-Zarka Secondary School in Amman were grouped into a control group and an experimental group. The results of the study showed that grammar can be appropriately introduced on videos by using explicitly direct methods. The writer based his research on the correlation between the learners

mastering of grammar and their speaking ability. The experimental group, which had been exposed to the authentic and audio-visual materials, achieved better results. Hence, many writers such as Mukattash, (1998, p. 22) and Al Ham, (1995, p. 73) have been calling for more work to be conducted in this field by using authentic materials to improve the students' proficiency in English. Nunan (2004) conducted many interviews with some people who are in charge of the education process and he presented his concepts in terms of authentic materials. These have become as a central concept from a study of curriculum points and syllabic-oriented countries including Malaysia, Korea, China Vietnam and Arab countries. Nunan (2004) described an experiment on spoken tasks with song videos instead of traditional methods for learning English in two classes in a special school in Jordan. He found that students using authentic materials learned English more effectively and performed better than the second group who were using books and traditional methods. The findings suggest that the students of the experimental group who were exposed to the real language performed better than the control group and were able to do face to face interaction and life situation outside the classroom when they encountered them. He also realized that as far as teaching approaches are concerned, teachers who come from a different background should be trained on using authentic materials in classroom.

Riddle (1986, p. 20) conducted a study to investigate students' difficulty when using the past tense. She used the newspaper as an authentic material. She chose interesting events that expressed daily life and allowed her students to read some of them and deduce the verbs. Later, they talked about the idea of the event and she focused to some actions that students had done in the past and asked them using past tense. Riddle (1986) noticed that using many types of authentic materials could be very stimulating to the learners and motivating them to facilitate the lesson. Therefore, she



used pictures to teach English. The experimental group was taught using pictures that describe certain events in the past, and the control group was taught using conventional method and books. The result indicated that students exposed to authentic materials improved in grasping the tense easily. She insisted on the usage of the past tense over the present tense in indirect speech is quite difficult due to the tense harmony.

Thus, in this present study, the use of authentic materials is one of the basics of the creative and motivating part of the teaching process that is going to be applied by the experimental group. The group was exposed to a designed program using films, videos and pictures to examine whether these materials are adequate in improving their English and to determine the perception of Arab learners and teachers of the use of authentic materials and the ways Arab secondary speakers learn English as a foreign language in the Iraqi school in Malaysia. On completion of the designed program of the present study, the results of this study will be used to promote the favourable effects of the program and to demote its adverse effects, so as to produce a greater ability to improve the speaking skills and tense usage of students. In the past, the use of authentic materials was just appreciated and implemented alone and then together with students for such a long time

## **1.6 Research Objectives**

The research objectives are:

1. To determine the ways native Arab speakers learn English as a foreign language.
2. To determine the perception of Arab students and teachers of the use of authentic materials in the English language classroom.

3. To determine whether Arab students used the English verb tenses more effectively than the control group.

### **1.7 Research Questions**

Given the above objectives, the present study aims to address the following:

1. In what ways do native Arabic speakers in Malaysia learn English as a foreign language?
2. How do Arab learners and teachers perceive the use of authentic materials in the English language classroom?
3. To what extent do Arab students in the experimental group that have been exposed to authentic materials perform better in speaking and tense usage than the students in the control group?

### **1.8 Hypotheses**

The hypotheses for the study are as follows:

Null Hypothesis (H<sub>0</sub>)

There is no statistically significant difference in tense usage in the speaking test between the experimental and the control group.

Hypothesis (H<sub>1</sub>)

The experiment group will perform better in tense usage in the speaking test compared to the control group.

## **1.9 Significance of the Study**

The study aims at making a quantitative analysis on the effects of using authentic materials on speaking among Arab learners. The research design contains a program for the two groups to which the participants were assigned.

For teachers, utilizing authentic materials at its best brings the real world to the learners through the use of many things; such connection has become a factor of motivating, and gives them the opportunities to practise the language outside the classroom. This study will also help in improving their methodology in the light of the findings. For students, these materials allow them to explore and construct valuable concepts since they begin to feel that they are learning the real language and in terms of children from foreign countries studying in Kuala Lumpur. There are three International schools that authorities take care of, in addition to the Iraqi school. For the pupils in primary grade, the first year of the syllabus for Iraq has been specially developed. The syllabus can provide more opportunities, and presents new language to practise English using a variety of reading and listening materials, including conversations, rhymes, stories and songs. It also contains a picture dictionary of key vocabularies for each unit and word cards that pupils can cut out and use at home. The syllabus contains stimulating activities to consolidate learning and to practise reading and writing. Progressive handwriting exercises are designed to give the pupils confidence and to prepare them for the beginning of independent writing. The visual aids, accompanying the course comprise posters, picture cards and word cards. These can be added to provide a more personalized set of materials for stimulating classroom interaction i.e. alphabet words and vocabulary, eagerly willing to use such materials in their classroom.

A study on the effectiveness of using authentic materials among Arab learners in an Iraqi secondary school can be considered as significant as it represents an attempt to investigate the impact of using these materials. It is very important that students are qualified to comprehend and collaborate with their teachers. Such studies can be significant because they may offer many insights to language teachers and researchers in terms of classroom interaction and techniques employed in using authentic materials. As far as Iraqi EFL teachers are concerned, EFL students seem to be dependent on the teacher and on the input that the classroom provides since English are not used outside the classroom. Therefore, this study will provide some guidelines for Iraqi EFL secondary school teachers to facilitate the learners' positive learning acquisition towards the English language in their own classroom using many types of authentic materials. Teachers could offer a deeper understanding of authentic materials bringing the real world to the classroom. In lesson six (p. 190), students were shown four photos to describe the world hundreds year ago and now. Students could compare between the past simple and present simple using many adjectives. Teachers will also help in improving their methodology in the light of the findings of this present study as they will be more aware of introducing interesting language activities to facilitate the student's position towards the learning of the target language. The curriculum planners and material designers may consider adopting thematic and cultural aspects in using authentic materials of various sources.

### **1.10 Scope of the Study**

This study is limited to investigating the effect of using authentic materials on the spoken use of English verb tenses among Arab secondary school students in Malaysia who are learning English as a second language. It focuses on the secondary school

learners enrolled in grades 4 and 5 in an Iraqi Secondary School in Kuala Lumpur. The study will attempt to investigate the teaching and learning of English verb tenses in speaking among Iraqi EFL learners using authentic materials to measure its possible impact on the English language learning.

### **1.11 Definitions of Terms**

Due to the complexity of some technical terms used in this study, it was necessary to define them in order to avoid the possible problems of ambiguity and inconsistency.

The following is a list of key terms and their operational definitions as used in this study:

#### **Language Learning (LL)**

Learning is a conscious effort. When someone is learning a language, he or she has to learn the rules. Learning is what happens when someone enrolls in high school, doing verb conjugations as conscious processing for homework (Richards, 1997 p. 16).

**English as a Foreign Language (EFL)** deals with English for foreigners as a target language.

**English as a Second Language (ESL)** refers to the role of English for learning and teaching at schools, universities and other minority groups in English-countries. These people may use their mother tongue at home or among friends but use English at school and at work (Willis and Willis, 1996, p. 115).

**First language (L1)** It is a language of mother tongue. This term is used synonymously with native language (Richards et al., 2001).

**Native language**\_refers to the language which of early childhood acquisition (Al Ham, 2004, p. 17).

**Second language (L2)** deals with the means you get benefit through training. In the present study, the second language is the English language (Al Mukhtari, 1990 p.19).

**Authentic materials:** These are real texts used by native speakers and designed for the speakers' language, using videos, films, radio broadcasts and newspapers to involve the students in real life contexts (Rogers and Medly, 2002, p. 8).

**Tenses:** Verb forms to show time, which is the chief way by which we record our thoughts and feelings and pass them on to other people. (Al Ham, 2004 p. 26)

**Speaking:** State of giving one 's view and mind openly, or a clear way of uttering one's feelings, to express them in the words of any target language, saying exactly what he or she thinks, even if it is unwelcome to the hearer (Brown, 2007 p. 351).

## **1.12 Overview of the Thesis**

Chapter 1 discusses a plan and blueprint for the research, providing some clues for EFL secondary schools, and an introduction and overview of the study. This chapter also deals with the background of the study and the state of the English language in some of the Arab countries. It also reviews the failure of oral communication activities in EFL classrooms in some Arabic secondary schools that is due to a lack of understanding of the English language on the part of learners. This chapter highlights the difficulties that students face in learning English in the classroom situation. These problems have not been receiving much scholarly attention until recently. Finally, this chapter reviews the pertinent research related to the study of the use of authentic materials. It begins with various definitions and concepts of authentic materials that

have been put forward in recent years, and it gives an outline and profile on the main ideas, the focus and the requirements of this study.

Chapter 2 discusses literature review that offers a deeper understanding of authentic materials at their best, bringing the real world to the classroom and to the learners through the use of many things not limited to the text alone. Such connections have become a source of information through multiple modes of presentation and also a bridge to other knowledge structures. Therefore, the use of authentic materials will support the power of thinking that allows students to explore. The use of authentic materials in the classroom is useful if students use them effectively during the learning process in secondary schools. Past studies on the use of authentic materials are also reviewed.

Chapter 3 presents the procedures to determine the effects of the authentic materials on developing the speaking skills of the participants based on feelings and the human perspective of the breakdown of the complexity of the real world over the years. The chapter also contains study the quasi-experimental design and the tests that were administered to an experimental group and a control group. The control group will be taught the conventional method while the experimental group will be taught using authentic materials. Features and criteria of the four types of authentic materials that were used i.e. films, videos, newspapers and photos will be discussed. The interview details of the participants will also be described. Chapter Three will also presents the method of data analysis of the outcome of the pre-test and post-test that will be compared in an attempt to establish a possible relationship between the two groups.

Chapter 4 presents the results of the study, which indicates very strong evidence that the treatment has made a difference on the performance of those tested. The findings

will be presented based on the research questions of the present study. The final chapter discusses the main findings, the recommendations for future research, and the implications to teaching.



## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter will review the following aspects: the related theories, the use of authentic materials, and how the constructivist theory is related to the teaching process, the importance of utilizing and how to use authentic materials, sources and technique for cultural content, Arabic tenses, types and features of authentic materials. A review of the related studies will also be discussed in details.

#### **2.1 Grammar Teaching**

Hinkel and Fotos (2002) argue that there is no single best approach in grammar teaching but one needs to be familiar with different approaches to grammar teaching. This familiarity may result in teachers being flexible in classroom instruction. One primary method of grammar teaching that is still used in many countries (Hinkel and Fotos, 2002, p. 2) including Iraq is the traditional grammar teaching. Students learned through memorization of grammar rules and vocabulary and translation into the native language. Then, structural grammar and the audio-lingual and direct approaches that are based on behavioural psychology (Larsen-Freeman and Long, 1991) focused more on the use of drills and repetitions for producing accurate target language. This type of grammar teaching was followed by functional approaches to grammar teaching which used a syllabus based on communicative needs. Skehan (1998, p. 94) describe the approach as three Ps: presentation, practice and production. A grammar point is presented, and then the learners need to practise within 'a controlled framework' and the final part is for the learners to produce the grammar forms being taught.

Hinkel and Fotos (2002, p. 4) indicate that communicative language teaching and humanistic approaches started in the 1970s and it emphasizes on 'meaning-focused input' which contains target forms and vocabulary. Krashen's Monitor Model hypothesizes that linguistic competence can be achieved by means of natural language acquisition in the process of real communication. Ellis (1996) also asserts that Krashen's Input Hypothesis stipulated that language learning is dependent on the presence of 'comprehensible input' in the form of meaningful activities such as listening and speaking, and reading for pleasure. Discourse-based approaches to grammar instruction utilize aspects of natural learning and authentic use of language with explicit grammar instruction (Hinkel and Fotos, 2002, p. 8). This also suggests positive classroom interactions for grammar learning.

Therefore, in this present study, pictures can be used for several activities, descriptions or comparisons between present simple and past simple tenses (lesson six, p.189). There needs to be some connections with the real world to be aware, and this makes them real to students, unlike books. Students will be instructed to watch a film about the marsh life, which these videos depict the on-going life of marsh people which was very familiar to the Iraqi students in the experimental group (Lesson one, p.177). The interaction that results from the use of authentic materials, such as films and other such kind of materials will be very effective for Iraqi EFL school students in speaking and learning grammar.

This part of the investigation utilizes important concepts in communicative language teaching and a discourse-based approach that have to be taken into account in the use of explicit rule in grammar. This will enlighten the relationship that the theories have with the techniques and activities that are going to be carried out.

Before defining what these materials are, it is very necessary to mention and know some concepts that have a stretched relationship with the application of these kinds of materials inside the classroom and the learning process faced by students. Natural Approach, according to Krashen is believed to conform to the naturalistic principles found in successful in second language acquisition. In this kind of approach, there is an emphasis on exposure, or input rather than practice, optimizing emotional preparedness for learning, a prolonged period of attention to what the language learners hear before they try to produce language. The natural approach is similar to other communicative approaches in which it rejects earlier methods of language teaching, such the Audio Lingual method. In addition, this approach is designed to develop basic communication skills both oral and written. The communication goals may also be expressed in terms of situations, functions and topics.

The overall study is viewed from the perspective of the learning process, especially the authenticity as propounded by Widdowson (1990, p. 176). The framework of the study incorporates eclectic ideas from the field of the teaching and learning of authentic materials in the classroom.

## **2.2 Natural Approach**

Krashen (1983) argues that the natural approach is believed to confirm to the naturalistic principle found in successful second language acquisition. In this kind of approach, there is an emphasis on meaningful exposure and explicit form of grammar, or input rather than practice.

Krashen also asserts that the goals of a Natural Approach language class are based on assessment of students' needs. We determine the situations in which they will use the target language and the source topics they will have to communicate information about. In setting goals, we do not expect the students at the end of a particular course to have acquired a certain group of structures or forms. Instead, we expect them to deal with a particular set of topics in a given situation. We do not organize the activities of the class about a grammatical syllabus. Krashen emphasizes that language acquisition does not require extensive use of conscious grammatical rules, does not require tedious drills, but the Natural Approach requires meaningful interactions in the target language. Natural communication means that speakers are concerned not with the form of their utterances but with messages they are conveying and understanding. In this hypothesis, there are two independent systems that are the acquired system and the learned system. The first one is the product of a subconscious process that is very similar to the process children undergo when they acquire the first language. The second is the product of formal learning comprising conscious process.

### **2.3 Authentic Materials**

Many EFL teachers have been discussing the use of authentic materials in EFL classrooms in recent years. Herron and Seay (1991, p. 12) suggest that using these materials will involve students in real life. They have to communicate by using various types of authentic materials in the language classroom such as songs, news and weather reports. Moody (1984, p. 32) points out that the speaking activities can

be done in the language classroom by the teachers who have been trained with a wide range of knowledge in utilizing authentic materials. Foppoli (2006, p. 63) highlights the tedious process of preparing lesson using authentic materials by indicating that ‘the main disadvantage of these materials is that sometimes they are not teacher-friendly and you may need to spend several hours reading or watching the videos until you finally find what you need in order to use them in your class’.

### **2.3.1 The Use of Authentic Materials**

Presenting these materials is one of the fundamentals of a creative part of the teaching process that is going to be applied according to the corresponding level. There are some concepts that have to a certain extent some relationship with application of these kinds of materials inside the classroom and the learning process faced by students. Krashen (1983, p. 10) considers these materials emphasize on exposure and conformity to acquire a second language. Krashen argues that authentic materials are more effective and interesting than textbooks and furthermore, ‘if students are not exposed to these during their language studies, they will not be equipped to deal with them when the time comes to ‘survive’ in the foreign culture’.

The study will use many types of authentic materials, some of which will be mentioned below. In terms of sources of meaningful input, students need helpful, and the kinds of tasks can explore how to improve the learning of English among learners; in a practical sense, teachers are the ones who should change the methods used. It is an important responsibility of teachers in EFL classrooms to help their students by looking for interesting activities and that are appealing and interesting.

For example, the teacher uses magazines in this present study in Lesson Seven (See p.188) about an ethnic wedding in Indonesia for several activities. Photos will be distributed and will be explained about the customs and traditional habits on what to do and what not to do and compare with the traditional habits in Iraq. Many photos can be used for descriptions or for comparisons between present simple and past simple tenses. In Lessons Two (See p.183) and Five, many photos will be used as part of the speech process. For example, there are photos of the registration at an Air Force College and the interview with a Time newspaper correspondent. Videos can be used to practise speaking and tense usage. Then, students will watch a film which depicts the on-going life of the marsh people which is very familiar and interesting to the Iraqi students. These materials will be very effective for them since the students will be instructed to watch the film and will be asked to talk about the events. Moreover, a newspaper will be used which is an article about a couple of singers from Africa (See p. 194). Students will be asked to locate the verbs in past simple and they will talk about singers' life. Students will be interested to interact with other events in the newspapers and build their vocabulary by talking in pairs about them. The articles can be used for several activities, for instance making descriptions or comparisons between present simple and past simple tenses to practise speaking and tense usage. There needs to be some connection with the real world to be aware of every new advent of the worldwide.

### **2.3.2 The Use of Authentic Materials and the Constructivist Theory**

Piaget (1999, p. 4) argues that learning is an active, social process and social constructivist scholars see learning as an active process where learners should learn to discover principles, concepts and facts for themselves. It is very important in

language teaching since it is a learning theory of making individuals be interactive in the environment they live in.

This theory presents useful educational concepts of teaching. The values of constructivism are effective and developmentally support teaching process. Social constructivism emphasizes the importance of being actively involved in social life working with homeless children or cleaning up parks and raising money for charity, have helped students to assimilate the target language by involving them in social life. Piaget insists on the role of the learner and the teacher in classroom will make teaching process easier and students feel confident to have the ability to form their concepts of learning. The teacher is called an instructor because the teacher helps the students in the acquisition of the target language in understanding the contents. The present study utilizes the use of authentic materials in the context of communicative language teaching, a discourse-based grammar approach, Krashen's Natural Approach and a Constructivist theory. Students' achievement in language learning process will be improved by creating new concepts because the idea of implementation of this kind of material is an opening of the mind. These materials are designed to create new learning styles with the purpose that the students get easily the language and they could communicate better. When the students watch any authentic event in a video, such as a sponsored run for charity, the learning process becomes active, where the learners should have the ability to create principles, concepts and facts for themselves. Hence, learners would be very interested when they find the meaning through their communications with others.

## 2.4 Cultural Content

Westerhuis (1994) cited in Cheung (2001, p. 56) believes that it is advisable to motivate learners by presenting cultural content in classroom to foster the teaching-learning process. Students will eagerly want to learn the customs and value of a particular time of people. McKay (2002, p. 26) adds that changes in many linguistic theories make learning cultural elements very important to learn in classroom. Thus, many learners say that they do not want to learn about the culture of any language because of being assimilated into what they perceive as something strange.

As it is known, knowledge of grammatical elements, vocabulary items and pronunciation of these items involves success in using the language to master the notion across. Also, Tseng (2002, p. 30) claims that culture helps individuals' perception outside the classroom. In Lesson One on 'The Marshes in Iraq', students watched a yearly celebration of the marsh people called 'Majena', where many years ago the people believed that strange creatures came out at night. As a result, the marsh people lit candles, wore masks, and travelled from village to village looking for those strange creatures. They believed that anyone who did not take part would have a miserable life and experience bad luck.

The lesson starts with some exposure of the following reading text.

The Iraqi marshes are large beautiful lake areas situated mainly between the Tigris and Euphrates in the southern part of Iraq. They are about 9000 thousand square kilometres in area. In ancient times they were the playing and a hunting ground for Sumerians, Babylonian and Assyrian kings and myth has it that it was to this attractive region that the Sumerian king Gilgamesh came to seek immortality. Today, the marshes are the source of national wealth. Oil has been recently discovered in



some of them. The great marsh where the Tigris and Euphrates is known 'Al Hour'. In this marsh as well as in the other marshes, the marsh men live mainly by hunting and fishing. They travel from one place to another using canoes. This is the most important means of transportation and it is locally called 'Mashhoof'. Usually each mashhoof is pushed by a long stick in the water which is as clear as glass, and in these mashhoofs marsh men go fishing. Some of them use five pronged spears; others use nets for this purpose. In the marsh villages, houses are made of reed and reed mats.

Every house in the village stands on its reed platform on the surface of the water the houses are made during the hot season when the water level of the marshes is low. These artificially formed island, on which houses are built, are made by placing layers of mud, reed and reed mats. These are firmly trodden and reinforced by other layers until the platforms become strong enough to support the house and the neighbouring yard for cattle. Today, it is no longer subjected to exploitation and the rule of feudal lords. The feudal lords were dispossessed, water stretches have been controlled and the land has been reclaimed and distributed among villagers, who produce among other things, large quantities of rice every year. The region is witnessing a great economic change. Big boats transport cattle reared in the marshes to the markets on the mainland. These boats, which are the buses of the marshes, also transport large quantities of reeds to Basra where they are processed at the large new paper mill into paper. Health centres and schools are found even in the remotest parts of the marshes. Many years ago the idea of a school amazed the marsh men, but today all village boys and girls go to school every morning.

Next, to make students revise the sense at home, the teacher gave them the following True or False questions.

- a) All Iraqi marshes lie between the Tigris and Euphrates.*
- b) In the past, the marsh area witnessed a great celebration. Why?*
- c) What did they believe? What would happen to anyone who didn't take part?*
- d) Big boats transport only reeds.*

Students who watched the film began to ask many questions in the target language and they became very interactive when they talked to each other. Nocon (1996, p. 24) argues that learning about customs, values and habits causes speakers to interact in the target language as well as to provide adequate elements in understanding the real world.

There are many activities that can be used in the classroom in order to reinforce learners' interest and a relaxing environment by using cultural content. Regarding how to present cultural content in the classroom, in Lesson Seven, the teacher presented a photo about an ethnic wedding in Indonesia (See Lesson 7, p. 191). While telling them about the customs and traditional habits of any wedding in Indonesia, where the Indonesian families only invite people they know, and if a friend gets an invitation to a wedding, he can go with him or her, even if there is no invitation. Other cultural aspects are related to the times of the wedding ceremony and the reception both on the invitation and the ceremony, which is only for close family. There is a box at an entrance to the reception to put money into it. Thus, students of the experimental group eagerly wanted more information about the wedding and began to interact and talk about the habits in Iraq. The key point is that a situation should be created whereby students can discuss their own culture together with the target culture in meaningful and communicative tasks and activities. This ensures that students are doing something with a purpose in mind. In this study, to make students talk about

‘Memories of Ramadan’, the first thing we noticed was the daily routines changed, the shops opened later and some restaurants closed all the day because not many people had lunch. There were no traffic jams at lunch time, and the big traffic jam came in the final hour of daylight when people were rushing home to be ready for their first meal, the Ramadan ‘breakfast’ or Iftar. Iftar was a memorable meal since everything was put on the table. Students tried to practise the target language and thus, customs and values are genuine tools to express freely and confidently.

Today, people have easy and quick access to many sources. Almost all the printed media are available that can be easily searched in electronic tool. Soho (1999) suggests that by using different sources, presenting cultures for the classroom, will give more flavour to the everyday life and create confidence in the learners. Types of different sources include cultural quizzes or tests, video that has very effective elements for dramatization, discussions and introspections. Thus, customs and values can be very useful for learning the target language.

Celce-Murcia (1991) suggests that teachers should consider two main variables when dealing with culture - learner variables and instructional variables - and to what degree they ought to deal with grammar in their classes. The key point is that teachers should create things out of which students can understand many activities that can be used to create interest by using cultural content.

## **2.5 Sources and Uses of Authentic Materials**

The role of many kinds of authentic materials are used for learners to practise real discourses, as watching films of interviews with famous people, where they

immediately listen attentively to the interviews, exposure to the real language, culture information make students more creative and motivated. Students should be kept informed about what is happening outside the classroom in the real world so that they have an educational and valuable ability. As teachers are responsible for giving their students an intrinsic educational value, textbooks and handouts are insufficient to use English properly, and they use improper English. Thus, education and general development are part of the teaching system. Since learners' language is reflected by the materials students and teachers should be kept abreast of such things. These materials contain topics for pleasure, which interest learners, especially if the learners are given the chance to practise these English topics or various kinds of authentic materials to be used in class.

In the present study, students are going to be exposed to many kinds of authentic materials for the use of verb tenses (See Lesson Plans, Appendix H, p. 174). Students use different kinds of these materials; learners' ability will become improved and they are asked to talk to practise their English most of the time. The teacher would present a video clip about many topics informing students of what is happening outside the classroom in real life. An explicit method in teaching grammar and vocabulary is useful and noticeable due to the wide range of using websites.

Teaching using authentic materials can support and provide a genuine interest in teaching English. Thus, newspapers and photos are common parts of language instructions and the materials are going to be used in this study. In addition, a richer source of authentic materials such as watching videos and films can be created. This may result in learners can remember the constructions of grammar better. Different

grammatical contexts can also be used. Similarly, greetings are often used. To summarize, some kinds of authentic materials may function as helpful tools of practising improved speaking skills with good English grammar forms.

Authentic materials in classroom make students grounded in the reality of the language, helping them to realize and better understand the target language. The types of authentic materials here include films, videos, photos, newspapers, and finally computers. These have been chosen because they are the more common ones that students come across and many authors have shown that they are effective in motivating for learners. There are various resources available online (some on the website even), but many authentic materials can be small items that can be mailed by friends or from the language area or picked up by the teachers as they travel. With a little thought, this does not have to constitute a major expense.

Different techniques can be used for presenting many kinds of authentic materials in the classroom. Liesching (1979, p. 5) argues that using many films in the classroom is very effective because 'there is a tendency to be useful in their shared knowledge and predicting skills when faced with an L2 speaking text than they would do when faced with a similar text in an L1'. Liesching (1979) also adds that, it is well worth leading into the speaking process (or indeed any texts) with certain preparatory activities in order to use this shared knowledge and train predicting strategies. There are many activities that can be exploited with regard to radio news or any newspaper. For instance, speaking on the main points can lead naturally to a headline-speaking task.

Liesching (1979) suggests having a film whose pace of delivery is slower and with longer pauses between items. As pupils get used to his voice, multi-voice can be used

and the identification of voices, other than it can be included as part of the speaking task and discussion. The pupils will be aware of the benefit of any film and can come out with the fact that the notions are less condensed compared to newspaper headlines. This normally proves to be quite an interesting activity because the order of items in news broadcasts does not necessarily reflect the order of the headlines. Liesching (1979) suggests that the teacher should encourage pupils to speak through only once: after all in real life, there is rarely the opportunity to stop and 'rewind'. Somehow, the researcher is against this point because in the case of a group which lacks English exposure, it is better to play the news a few times.

Liesching (1979) also believes that increased exposure to any kind of authentic materials make students explore and use the target language in real life. After that, the students have to talk about each item or story. Next, the students have to identify the place where each story is located and the person or institution concerns. Next, they have to repeat the idea of each story. Overall, it can be seen that video is an exciting tool and medium for language development. Teacher uses many other kinds of authentic materials such as magazines that are used in this study for several activities. For example, pictures can be used for descriptions or for comparisons between present simple and past simple tenses. Videos can be used to practise speaking and tense usage. Then, students can present to the class, recipes from their own countries as part of the speech process. Furthermore, the teachers can use newspapers for many activities such as cutting small pictures from a newspaper and build their vocabulary by talking in pairs about them. The pictures can be used for several activities, descriptions or comparisons between present simple and past simple tenses. Videos can be used to practise speaking and tense usage. There needs to be some connection

with the real world to be aware of every new advent of the worldwide. Radio is not limited to listening skills alone but also involves oral work.

Guariento and Morley (2001, p. 8) claim that learners of low level face difficulties when using in classroom, teachers consume much time to prepare, so these materials should not be available for use in classrooms at this level. These materials are available for the post-intermediate level, because learners of the post-intermediate level have mastered English. Chavez (1988) revealed that students are interested in dealing with many topics of authentic materials, since they give them the opportunity to explore and these topics give the ability to master their English comfortably especially in speaking.

## **2.6 Tenses in Arabic and English**

Arabic language contains two main tenses, which are the perfect tense, and the imperfect tense or the present tense. The tense systems in Arabic as shown in Table 2.1 below, are basically classified into the past, the present and the future. When the action is completed before the present, which means past tense, for example, a man says, 'I played'. The action of playing was finished in the past. The past means some minute or many years, the present simple and present continuous are the same. There is no present continuous in Arabic language, and it is called the past tense because the action is completed before the present, and thus, it belongs to the past.

### **2.6.1 Differences and Similarities of English and Arabic Tenses**

In terms of sentences - basic divisions and sentence types, the type of sentence pattern in English is determined by the kind of verbs used in the sentence. Arabic possesses

similar linking verbs, and thus, a translator will normally have no difficulty in relaying English sentences involving linking verbs into Arabic. However, there is one complication that may create problems, especially for beginner translators and that is that the Arabic “be” does not appear when the time reference is present and the mood is indicative.

**Table 2.1 Arabic Tenses**

FORM-1, verb = akala = to eat, root = أكل masc. = m, fem = f			
English Pronouns	Arabic Pronouns	Perfect	Imperfect
I	anaa (أنا)	laabta	alab
Thou (m)	anta (أنت)	labta	Tal ab
Thou (f)	anti (أنتِ)	labti	ta'laabeen
He	huwa (هو)	Laaiba	ya' lab
She	hiya (هي)	Laaiba	ta' lab
We	nahnu (نحن)	Laaibna	na' lab
You (m)	antum (أنتم)	Laabtum	ta'l aboon
You (f)	antunna (أنتن)	Laabtuna	ta'laboon
You two (m,f)	antumaa (أنتما)	Laabtuma	ta'l a ban



They two (m)	humaa (هُمَا)	Laaeba	ya'labani
They two (f)	humaa (هُمَا)	Laaibata	Ta' laaban
They (m)	hum (هُمْ)	laaboo	ya'laa boon
They (f)	hunna (هُنَّ)	Laaiba	Ya'laabna

Source: Shunnaq, A. (1999)

Linking verbs give rise to joint sentences in English. They include the verb to 'be' and other verbs such as seem, become, remain, look, and others. Such verbs are called linking verbs because they link the subjects with their subjective complements, which can be nominal, adjectival or prepositional complements, as illustrated in the following example: *Ali is a soldier*.

## 2.7 Teacher's Role and the Role of Institutional Materials

First, the teacher plays a vital role in the teaching process; it is called an instructor because he or she helps the students in the acquisition of the target language. Thus, the instructor has to help his learners to arrive their desired objectives. He could offer a deeper understanding of authentic materials best, bringing the real world to the classroom through many things, which are not limited to the texts alone, using an effective method for learning to attract the students and make the lesson endearing the primary generator of that input. Second, the teacher creates a classroom atmosphere that is interesting, friendly, and in which there is an effective method for learning to attract the students and to make his lesson endearing and to get knowledge by relating the classroom to the real world. Moreover, the authentic materials are also based on a learning theory. This is called the constructivism theory because the idea of the

implementation of this kind of materials is the opening of minds. These materials can create new learning style whereby the student can easily learn the language and communicate better.

## **2.8 Related Empirical Studies on Authentic Materials**

The next section discusses some related empirical studies on authentic materials.

### **2.8.1 Studies on Authentic Materials on Speaking**

Nunan (2004, p. 16) conducted many interviews with some people who are in charge of education process and he presented his concepts in terms of authentic materials. These authentic materials have been included and have become as a central concept from a study of curriculum and syllabic-oriented countries including Malaysia, Korea, China, Vietnam and Arab countries. Nunan (2004, p. 33) also described an experiment on spoken tasks with songs and videos instead of traditional methods for learning English in two classes in a special school in Jordan. He found that students using authentic materials learned English more effectively and performed better than the second group who were using books and traditional methods. Students of the experimental group who were exposed to the real language performed better than the control group and able to do face to face interaction and life situation outside the classroom when they encountered them. He also realized that as far as teaching

approaches are concerned, teachers who come from a different background should be trained on using authentic materials in the classroom.

Muller (2005, p. 41) used videos to teach students certain vocabularies using some stories and subjects from the textbooks in his classroom. Muller discovered that students grasped the stories more quickly using new vocabularies when they repeated the stories that they had already watched in the video. He introduced some types of authentic materials in a secondary school in Japan to give them more opportunities to deal with the English language.

Al Nashash (2006, p. 4) studied the effect of a story presented in a video on female students at a secondary school in Amman, Jordan. The outcome showed that students, who used some types of authentic materials in teaching and learning the English language, performed better and also showed genuine development in productive and spoken skills in English. They revealed that these materials improved the learners' performance in the target language better than grammar translation methods and handouts and the researcher developed an experiment in which the authentic materials improved the speaking and enhanced the language students' ability in the target language, and encouraged learners to take part more in the learning processes. Their findings suggest that authentic materials are productive and effective to learners, not only in terms of qualification but also in terms of enhancement.

Al Jarf (2007, p. 20) studied the effects of authentic materials at one of the Saudi Arabia Universities, using some types of authentic materials in teaching learning English productive skills. The students were divided into groups and the experimental group was taught using a film. Both groups were pre-tested and post- tested. The study revealed students of the treatment group showed some development in oral

skills not only in English language but in principles, instructions and procedures. The results also showed that there was an improvement in their speaking of English where they used was attributed to their exposure to the authentic materials.

Purushton (2005, p. 16) suggests that using videos to teach games can be highly effective and can give students the ability to act out the same role they have already watched in a video. They were so busy watching the activities of the games; all students remain at school watching some games during their break time practising their English in a friendly environment and through the use of new vocabularies and correct pronunciation.

All the actions were played including games that they had already watched in the video. It was found that these games created an improvement and useful effect that was very helpful in the review of the game that was shown in the classes. It was also observed that playing on computers make learners grasp much English vocabulary. No age can be limited for playing games. The children, for example, were very surprised when they spoke using many words in English because they had been only beginners at school some years before and had not yet been to English classes. He realized that they had got much of English vocabulary from computer games since these games were mostly in English.

Uzun (2009, p. 47) has concluded that the effect and efficiency of authentic materials could be seen when students watched videos in the classroom. Certainly people would be happier and the researcher revealed that students were eager to act out the same role they watched and their English improved compared with the traditional classroom. It was also not an exaggeration to mention that the students knew a lot of vocabularies in English when they were exposed to any kinds of authentic materials,

whereby in this case the children who were beginning to learn English were exposed to English formally through the use of videos. Likewise, Muller (2006, p. 2), cited in Uzun (2009), noticed that students' ability in English knowledge who played *The Sims*, a computer game, were significantly increased and so was their ability to learn and express themselves freely and comfortably.

Another study was carried out by Al Sohbani (2006, p. 5) in Amman, Jordan. In the study conducted at Amman University, which was based on the correlation between the learners' mastering grammar and their speaking ability, the experimental group that had been exposed to authentic linguistic and audio-visual materials achieved better results.

The writer's hypothesis was that grammar might have some effects on improving a student's oral English. A test of spoken English and an oral proficiency interview scale were used to assist in assessing the student's oral English ability. Thus, an empirical analysis was conducted to test the truth of the hypothesis. 50 student participants, all second year students, were placed in different groups. Group 1 was the control class and Group 2 was the experimental class. The results of the study showed that introducing appropriate grammar by using an explicitly direct method through videos and by using contrasting colours does have some positive effect on improving a student's oral English. Grammar and speaking are essential to communication and therefore, are very important in the learning of the English language. The ability to speak in a language is very significant because good speakers express themselves beautifully. Grammar is also an important step to good speaking. The article further indicates that oral English, as distinguished based on tenses, gives learners the ability to speak accurately.

Joen and Jung (2006, p. 12) suggested that the education plan about training methodology should contain many concepts in terms of using authentic materials, strengths and weakness including specific techniques of basic principles. Some instructors have no confidence in using authentic materials and thus, they avoid using them. Teachers should be trained to apply these important materials and come across in a task- based classroom, level and equality task or assessments and diverse task types should also be recommended including many activities, two way and one way activities such as answering and asking.

Joen and Jung (2006) found that teachers had their own reasons for using or avoiding the implementation of authentic materials. The results highlighted very important concepts for the people who were in charge of the educational process. First, teachers should have positive attitudes towards the use of authentic materials in classroom since they are the practical controller and facilitators of students' activities. Second, the findings of the research showed that teachers lack some application knowledge of authentic materials. Suxiang (2007, p. 9) conducted her research to examine the combination of learners' interest in learning teaching and whether these materials make students improve on oral skills using different types of authentic materials. A study was conducted in China to determine the effect of English language. The result revealed that these materials improved, increased students' ability, and they stimulated them in practising the target language.

Birjandi and Ahangari (2008, p. 4) examined the effects of applying authentic materials to their classrooms. It also fulfils to the basic points for applying the target language namely the exposure to the use of authentic materials and the language analysis as well. The researcher conducted his study on 120 learners of English

language and the students were divided into six groups. The researcher used videos and films and the result through a variance analysis indicated that these types of materials improved students' interest in the learning how to communicate better in speaking than the traditional method of teaching, and also revealed useful evidence in support of using these materials.

Berardo (2006, p. 60), in studying the effect of using authentic materials, noted the important role it plays on improving the speaking process, and in the learning of new vocabularies and any new grammatical forms. In her research, she used different types of authentic materials, namely newspapers and videos. She realized that these material improved students' ability in English language and give them the enhancement to talk freely and comfortably when dealing with academic topics, better than conventional materials, which are outdated as well as updated. She also found that using any type of authentic materials is also interactive. It therefore promotes a more interest to speaking. She recognized that the video and the Internet are a modern day reality, and the resources make students access many different things easily. Her technique was based on three main ways: pre-reading, while-reading and post-reading. The research was conducted using many types of authentic texts in classroom.

Berardo (2006) also suggests that reading often involves many questions that follow the passage, and it is used to support and encourage students to have flexibility to explore and to express themselves freely and confidently. She has found that many kinds of authentic materials make students expose to real language being used in a real world benefiting from other fields such as videos and films. Other sorts of the language types of authentic materials could motivate students to practise the target

language freely and insist on further speaking, creating positive aspects of changes in the use of the language to promote different skills. The Internet is used for developing speaking and reading where many varied subjects and language materials widely found. When any type of authentic materials used, it is recognized, how the language is really used.

In a study at the Al Zarka secondary school in Jordan, Al Azazi (2003, p. 8) demonstrated a more detailed approach to discovering the potential of authentic texts in speaking. The writer used television and videos to teach the experimental group through a program that lasted four weeks. On the other hand, the control group was taught using the conventional method. When questioned, the students from the experimental group felt that their language skills had improved. It was shown that the post-test scores of the group that had watched the videos improved their speaking by 50%, which is almost 20% more than the control group. It was observed that when the text was difficult, the control group had difficulty performing the subject taught to the experimental group. Also, through daily quizzes, the researchers observed that the mastering of tenses was higher when the film contained clear diction and less slang or regional dialects, indicating the importance of authentic materials selection. For beginning students, materials with clearer language and less complicated subjects are the best choice. More difficult materials should be used to challenge students of higher levels. The conclusion of the study was that authentic videos can enhance the speaking task if it is selected so as to provide sufficient clues for information processing. The article further states that the speaking strategy can also improve the students' motivation. It was only to be expected that the group that had been exposed to the type of authentic materials would perform noticeably better, in spite of its shortcomings.



### 2.8.2 Studies on Authentic Materials on Grammar

Other scholars, such as Wright (2000, p. 563), have conducted studies on certain types of authentic materials, such as poems, to teach simple present tense verbs. He found out that these materials are very effective and improved the students' speaking ability. He indicated that the relationships between the simple present and the progressive forms are complex, in constant, peculiar to English, and difficult to formulate. He suggested that the practice of poets on this point is extremely useful for learning simple tense, and added that the distinctions between the English simple present and progressive forms have long intrigued and perplexed students of the language. Then he stated that it is understandable, therefore, that almost no one has written about the incidence of the progressive and simple present forms in English verses. These forms have sometimes been counted in modest numbers, either as part of a study of the language of a certain writer or of an era, or as offering evidence for the unquestioned historical increase in the use of the periphrastic verb form in English speech from medieval to modern times. However, there is hardly any interest that has been shown, by linguists or critics, in the distinctive ways in which poets use progressive and simple English verbs. Yet the practice of poets on this point is extremely curious and revealing. In such lines as these the difference between the progressive and the simple present form seems most crucial, perhaps because it is so delicate. The distinction of meaning between these two forms is, after all, often very slight; for just this reason one of them could come to displace the other. Both forms, for example, may express futurity: *I go there tomorrow; I am going there tomorrow*, Wright (2000, p. 567). Both may imply regular, habitual activity - *Every day he comes (or is coming or has been coming) to see me*. Both may be used in conditional contexts: *If I walk (or am walking) in the right direction*. Both may describe prolonged activities: *As long as I*

*walk* (or *am walking*), *I feel calm*. He found that in many simple lyrics the past form is similarly un-located, and we consequently feel something of the same disjunction that we meet in the lyric's simple present form.

In a similar way, Higuchi (2007, p. 59) has used films as authentic spoken texts. He stated that such types of authentic material make students progressive in speaking and after checking the contents that students absorbed, using questions and answers and true and false statements, he found that most of the student relate to the scenes. In addition, their answers were simplified when they described the overall content. Role-playing exercises took place by making use of the scene. Here students were asked to describe the characters in the film to reinforce their fluency.

In terms of speaking, the teacher asked the students to watch part of a film and talk about the idea of some scenes, and then, the teacher divided the learners into groups and asked them to discuss their own ideas about the events they had already watched in the film and put down the skits by using different parts of speech where necessary, and then talk about them in front of the class. Meanwhile, in terms of reading, the teacher selected the scenes to be shown in the class, and did not show the film. The students did not watch some episodes but needed to know in order to see other scene. The teacher should explain unseen scenes and let the learners talk about them so by this process the students could grasp the notion of film completely. It was found that the success of this method of conducting the class depended on the contents that students wanted of spoken target language, and the authentic type they had been exposed to gain communicative competence. They should have a wide range of foundation in grammar to access their aim, fluency in speaking, adapting the type of

authentic materials that suits the learners, is very necessary. The teacher should think of how the film can be utilized to internalize the rules in students' thinking.

Similarly, Wajnryb (2003, p. 112) conducted a research on how to teach grammar using newspapers. He began his study by giving different articles to a group of 15 students. Then he divided the group into three students and five students. Then he asked them to read silently. The articles, on topical or human's interest subjects, were short and manageable, containing lexis and structures that extended and challenged them without obstructing them.

Wajnryb (2003, p. 112) claimed that one of the most common ways to present grammar is that in which 'the instructor announces the grammar structure to be presented, e.g., the imperfect tense, to inform students how to spell imperfect forms in various regular and irregular verbs, and lists the rules of when this tense is to be used'. He applied a Read-Tell-and-Ask approach in his research. The second step is to ask the students about the different grammatical structures in the newspaper texts. Finally, each student should tell the teacher about the difficulties that might be faced in applying or speaking on any grammatical structures. Morrison (2000) has found this method of using authentic materials to be extremely effective as a classroom language teaching procedure. Because the articles are small and prone to be 'punchy' and impactful, they tend to be more manageable and less unwieldy than other newspaper-based materials that are used in language teaching. In addition, the method is also group-based. Besides that, learners manage to create new concepts and realize the grammatical structures so as to understand of English and to use them. He finally concluded that learners are dealt to form thinking process as they recognize the grammatical structures of English and to use them.

Bennett (2008, p. 43) conducted a research using authentic materials, such as songs and poems, to teach grammar. These are very beneficial, entertaining and relaxing for the learners as they learn or practise a structure. It is obvious the use of some kinds of authentic materials make the text easier and understandable. Songs, which give the lesson valuable content and improve students' ability to practise the authentic text, and they often aid the students' positive attitudes towards learning. Students should share their teachers to select the songs in the classrooms. The article further states that the age of the students, the interest and of the techniques should be considered. In this study, the researcher did not use any songs since most of the Iraqi songs that were available were sad songs.

According to Bennett (2008, p. 44), the teacher should give the students a selection of songs such as the Arabic song, 'Flying Birds Send Me Home', or songs by famous singers, for example, 'Oh, My Love' by Um Kalthoom. He claimed that these songs were a very helpful and effective source, and helped the students to detect and understand many tenses, especially the present simple tense, which was easily understood through the use of simple songs.

In choosing a poem, he considered the grammatical structure and the practice, review and presentation. Then it was up to the students to handle. Bennett suggested some poems that can be accompanied by gestures and mime, which are funny and can be easily learnt and understood.

Here are some poems, which use the present progressive tense:

## TWO SUNFLOWERS MOVE IN THE YELLOW ROOM “MOTORING”

This poem is written in dactylic form in the voices of the beautiful sunflowers. They talk to the poet, another demand from the seemingly endless demands, the poet receives as an innkeeper. The sunflowers are tired of being outside, travelling all the time, and they want to have more stable environment, a room with view. They take a room with a window, arranging themselves there, and set to watching the sun from there, counting the steps, as the sun moves across the sky. Although they are positioned in a vase, they also take root in the carpet, moving perhaps as slowly as the woven topaz tortoises there. The poem only contains two stanzas; the first is the sunflowers speaking where as the second stanza is the poet speaking.

Bennett also gave his students a little poem:

*“Where are you going, big pig, big pig?”*

*“I’m going to dig in the garden.”*

*“In the garden to dig! Disgraceful pig!”*

*“Beg pardon, ma’am, beg pardon.”*

(Mona Swann) cited in Bennett (2008:50)

After being read by Bennett, the two parts were acted out by a group of students, with one student asking the questions and one student giving the answers. Here is an example: The class was divided into two teams. A pupil from one team asked his partner in the other team ‘What am I doing?’ and then started miming and showing the action. The other player answered, ‘You’re brushing your hair / cleaning the blackboard /writing/touching’. Then if he or she answered correctly, he or she was given one point for his team and earned the right to mime an action himself/herself, to which the former pupil had to answer, scoring or not in his/her turn one point for

his/her team. If the teacher wanted to practice the third person singular, he would ask the question, ‘What is he doing?’ and the pupil would answer, ‘He is writing/reading’. Finally, he concluded that I can speak good English, means more than knowing the grammar.

### **2. 8.3 Studies on Authentic Materials on Tenses.**

Another scholar named Ellis (2006, p. 43) conducted a research using one of the authentic activities on how to analyse and detect the grammatical structures such as verbs, nouns, adjectives and adverbs, while reading a story as certain techniques to expose to the use of authentic materials in the classroom. The activity was meant to form common words and to emphasize those words to achieve many tasks. The participants learnt how to categorize the parts of speech. He found that these texts are the foundation of grammar subjects. This foundation enables the learners to recognize many basic patterns of verb choices and sentence combination, which make students move to detect grammatical points in context. The writer has found that every structure written would transform all communication into the source of teaching and learning. A learner reads a sentence written by a former learner and make hand-outs putting down the part of speech, the list sub- categorizes the structure. The story, which understandable to ESL students, having no errors, no weakness in English structures, students work cooperatively, and they are divided in groups to organize the vocabularies that provided from hand–outs. Students should put and organize the words and put them in a list and it is difficult to sort them such as ‘My girlfriend went to buy a shirt and a kitchen knife’.

A kitchen knife should be listed under ‘kitchen’, and students realize it is a noun. This compound noun should be together and put in the noun column. In terms of speaking,

the teacher asked the students to describe the sense or their impressions about any objects they have already listed. Many teachers divide students into groups and ask them to make their own skits describing and modelling the scene and talk about it to improve their fluency in English language and having a wide range of vocabularies, by using different parts of speech where necessary, and then to act them out in front of the class.

Meanwhile, in terms of reading, the teacher selected the scenes without showing the film. Students should talk about the episode, which they did not see to reinforce their enhancement and ability to have a lot of vocabularies. The writer found out that exposure to the authentic spoken target language make students gain communicative competence and fluency in language skills as well as motivation. Students should gain many grammatical structures, and teachers always have to adopt the authentic texts that suit their students to internalize the ruler in the learners' minds. Another study by Uzum (2009, p. 12) on computer games as a method of using authentic materials to teach vocabulary and grammar. Mastering the language can be one of the most educational concepts, and thus knowing a lot of vocabularies make learners of the target language able to express freely. Krashen (1988), cited in Uzum's (2009) study, pointed out that engaging learners by means of educational games has become the main claim that processes of language learning are suitable for the classroom and make learners have relaxed and fun classrooms. Because of the authentic speech, an interest is created for socialization when these materials, namely games are well organized, while arousing students' minds to win and a competitive spirit within people. During Uzum's observation, he observed that authentic materials highly motivated the students' learning.

Similarly, Kreidler (2000, p. 19) used pictures as authentic materials for the teaching of grammar and tenses. He drew different types of situations and asked the students to describe the pictures by using different grammatical structures. He claimed that the use of many types of authentic materials improved the learners' speaking ability and their knowledge of the action of tenses. Furthermore, teachers could use photos as an available tool to state clarity, variety and reality to the drills, which are important for beginners of language learning. Authentic materials, which are used for drills should be unambiguous, clear, uncluttered with non-essential details, and culturally recognizable. In addition, he added that the teacher must be aware of the directions of eye contact in other cultures, and differences in the interpretation of colours and shapes. He then explained his technique in the classroom situation by giving samples of his research to his students. He said that the answer to *'What's that? 'Cannot be 'That is a...' It is either 'that's a...' or 'It's a ...'.* Furthermore, we never illustrate or practise a continuous action by performing an action, completing it, and then saying the sentence in the present continuous form. For example, we close the door while asking, 'What am I doing?' and when it is opened, we expect the student to answer, 'You are opening the door'. He has given the students different figures as illustrated below: Figure 1\*--SHE IS SWIMMING IN THE RIVER, Figure 2 - HE IS WRITING A LETTER, Figure 3 - HE IS DRIVING A LORRY.

This is how a simple, single slot substitution drill works with a picture acting as the stimulus. The article further states the calendar can be used as an excellent tool that if the students need a fast drill on the tenses. Any calendar that is large enough for all the students to see clearly may be used. First, establish today's date. It is necessary to point to several days in the past, including at least today's date. When mentioning to yesterday or last week or last month, a past form is indicated or desired, asking about



the action being done at present, means an action going on at present time. Pointing to tomorrow or next week or next month can indicate that a future form is needed. If a form indicates a present habitual action, the -s form is desired. Using this technique, hard work is required on the part of the student, who sometimes has to talk until his jaw aches. The teacher can elicit sentences such as these: *He's working now. He visited me yesterday. He is going to work tomorrow. He has classes every day.* He concluded that the drill is the most important too and it involves time-consuming activities in the classroom. These activities will result in the students producing the desired pattern, and at the same time the response the student is giving to his previous stimulus can be monitored. This is the situation in all of our classrooms. A lot of hard work is required on the part of the teacher, who has to think of the next stimulus for the drill.

Ebel (2000) suggests that 'adapting the newspapers and selecting some pictures to be described by students give them the ability to improve their speaking. The linguistic concepts are very useful for students to introduce'. He conducted a research on teaching English sentences by using the pictures in the newspapers. He asked the students to do many activities such as schooling certain events they liked in the newspapers and then try to tell the group about the sport page and the scores that achieved to make sentences about the events. Many newspapers are very effective since they reflect the daily events of the daily life. Using prepositions to explain the spatial relationships; and talk about controversial issues, can be very necessary an issue found in an editorial that may be pertinent to the students' lives, and others. He found that with such activities, the students were able to increase their speaking skills and develop many forms of English grammar in a suitable way so as to enhance their skills in speaking and reading,

Baker (2002, p. 31) states that many Thai learners seem to have constant difficulties in using and distinguishing between the two areas, simple past tense and present perfect tense, even at an advanced level. These two areas of English grammar are often introduced to Thai learners at an early stage of any language program in English. He tried to illustrate the variety of problems that lead to such difficulties and finally gave some suggestions for overcoming it.

Riddle (1986, p. 20) did a study to investigate students' difficulty when using the past tense. She used the newspaper as an authentic material. She chose interesting events that expressed daily life and allowed her students to read some of them and deduce the verbs. Later, they talked about the idea of the event and she focused to some actions that the students had done in the past and asked them about, using past. Riddle (1986) noticed that using many types of authentic materials can be very stimulating to the learners and motivating them to facilitate the lesson. Therefore, she used pictures to deal with the subject. Many students participated in the study, and the experimental group was taught using pictures that describe certain events in the past, and the control group was taught using conventional method and books. The results indicated that students who were exposed to authentic materials improved in grasping the tense easily. She insisted on the usage of the past tense over the present tense in indirect speech is a little bit difficult due to the tense harmony. For instance, 'Copernicus, the earth *revolved* around the sun...' (Shenkman, 1993, p. 271).

In contrast, the present tense is usually used if the emphasis is on the content of the deceased person's work, and it is used for the work or research results under discussion. Similarly, information that is presented as historical background in academic writing, is recorded in the past tense. The nuances of

background/foreground and past association/present relevance distinctions in both direct and indirect speech are discussed in greater detail.

Shenkman (1993) points out that ranging from the student's analysis of tenses in a variety of text genres to close exercises, essays of past experiences with still-extant situations (travels, scenery descriptions, and others) to role-plays, an inadequate understanding of the meaning of the tense, the narrative purpose and the point of view results in many of the tense errors that are committed by ESL students

*"..... In addition to the objective temporal relationship between the time of a situation...and speech time, the speaker's point of view and purpose in communicating play a crucial role in the choice between the past and present tenses? A situation whose time frame extends from the past to the present may be described in the past...if the purpose is to present information or ask a question from a past point of view."* (Shankman, 1993, p. 269).

The quotation, which pinpoints the author's focus on the correct usage of the past tense, should be comprehended to be grasped, the purpose and viewpoint of the text (oral or written) as a whole, and she focuses on the important character of the narrative text to explain the usage of the past tense versus the present tense.

The final related study was regarding the issue of past forms by Godfrey (1983). The author found surprisingly in his study at the University of Michigan's English Language class of tense usage by 20 ESL students, that the level of student proficiency did not affect on the error rates. The article shows the data in some detail and discusses the deviation of the expected error rates. There are some aspects of

errors that affected in the tense usage which are variations in topic, genre, avoidance of tenses, and distractions to the student's attention result from deviations in the main narrative, and learners' choice of more sophisticated grammatical structures.

The study showed that tenses need to be taught clearly and in the simplest way by working with and teaching the functions of the grammar (such as talking about routines), while practising or introducing the simple present tense by getting the students to actually use the tense in a sentence structure in a relevant manner. There is no use in learning something without actually knowing what it can be used for. The students also encounter difficulty in keeping tense going on throughout their scenes. When the learners were asked to state the past tense, they tended to over correct and inflect those verbs, which left unmarked. The beginning students had difficulty keeping tense going on because their distraction to use more complex linguistic structures and vocabularies. Errors by higher level students also come out from distractions caused by embedding, interruptions in the narrative necessitating tense changes, neighbouring tenses, and subtopics.

Of the 20 students, half were Spanish speakers and half were Japanese speakers. Five levels of proficiency were divided in groups. The students watched a 12-minute film of a traditional story, and then taped a recapitulation of the story and an evaluation of the film as an ESL resource, both in English, followed by a summary of the film in their native language. The main finding was that the error rate remained as they were, without any change. They did not decrease steadily with a rise in the level of the student's proficiency. The use of past tense verbs was simply avoided by beginning levels in their narrative summary and some students were unaware of the usage of past tense verbs. The error rates were calculated and analysed, in which level 1

students made no errors at all and for level IV students the error rate was higher than that of the level 11 students. There was little difference among all the levels except the fifth level the Level I students had slightly less errors in tenses than the Level II students, while the error rates for Levels III and IV were nearly identical, and for Level V it was much lower than the rest. Beginning students had high error rates; however, the use of past tense was difficult for them. The narrative historical story was more complex; in part one the action showed to be more difficult than part two. The study shows the extreme importance of perceiving the role of tenses. Depending on the study, two evident trends appeared in the beginning level concerning the role of past tense. One was that some students avoided using it. The other trend showed that using the other tense in telling story is more complex.

**Table 2.2: Summary of Previous Studies**

RESEARCHER	VARIABLES	PARTICIPANTS	TOOLS	FINDINGS
Berado (2006)	Improving vocabularies	ESL- adult students	Experiment (deductive and inductive lessons)  Pre-test and post-test	Students in experimental group showed high performance in learning English
Wright (2000)	Grammatical aspects	20 adult students from three high schools	Experiment  Pre-test and post-test	Many simple lyrics improved the students' fluency

Nunan (2004)	Speaking	Adults of two classes	Video	Students improved in many aspects of grammar and fluency
Uzum (2009)	Learning Vocabularies and Grammar	26 adult students enrolled	Experiment Pre-test and Post-test	Students learned a lot of words from computer games.
Hinguchi (2007)	English	ESL -Adult Students	Experiment	Students gained competence in communication, and clearly proved their ability.
Wajnryb (2003)	Grammatical aspects	Students randomly chosen	Experiment	The subjects in the experimental group performed better in building structures and forming tenses.

Kreidler (2000)	Tenses	50 ESL students	Experiment and control groups	Improvement in grammar
Ebel (2000)	Using tenses	ESL adult students to describe pictures in newspapers	Practice to give them the ability to increase their grammar skills	Having the ability to describe the pictures in newspapers.

Bennett (2008)	Teaching grammar by using songs and poems	50 adult students at English language institute	Experimental group and control group	Students in the experimental group performed better in fluency and the formation of tenses.
Al-Azazi (2003)	Skills in speaking	54 students	Experimental group and control group	<p>Proved that cultures play a great role and give students a greater interest to practise the target language.</p> <p>Culture also strengthens students' belief in learning more about other traditional values of foreign countries.</p>

Al Sohba- ni (2006)	Language proficiency	154 students from Science and Literature streams  in Al Zarnooji Secondary S chool for Boys	Used videos and specially designed program for experimental group, and books and sheets for control group	After post-test, students in experimental group scored better in speaking due to the use of videos and other tools of authentic materials.  Their fluency was clearly proven.
Muller (2005)	Vocabularies	Some students in India	Photo	Learned vocabularies, more interest to describe pictures which improved their speaking



Al-Jaraf (2007)	Speaking	Students in Saudi Arabia	Films and videos	Improved speaking and developed greater fluency.
Purush-ton (2007)	Speaking	Children	Computer games	Learned more words. Students improved in speaking and tenses.
Godfrey (1983)	Errors of ESL students in English	20ESL adult students	Films	Had confidence in repeating the events which they watched, improved in speaking.
Joeng and Jung (2006)	Speaking	50 students in Korea	Films	Students' ability in English increased
Suxian-g (2007)	Speaking	Chinese students	Films	Students felt comfortable in applying their English and showed improvement.

Birjandi & Ahang-ari (2008)	Speaking	120 students	Videos	Students improved in speaking
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Baker (2000)	Speaking	Students learning English	Films and Videos	Improved in speaking when repeating the ideas they watched
Riddle (1986)	Speaking	Thai learners	Films	Improved in speaking and in forming tenses
Shenkman (1993)	Speaking	Some students	Films and Genres	Began to overcome their difficulties in the use of the past simple tense.

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## 2.9 Issues Related to the Use of Authentic Materials

The problem with authentic texts is that beginners of the language may be extremely frustrated by them as they encounter difficulties to perceive the use of authentic materials. They should have mastered wide range of vocabularies (Ciccone, 1995, p. 16; Lund, 1990; Rogers and Medley, 1988; and Ur, 2000). However, Cook (1996, p. 74) states that the difficulty with the material depends on the task that it is used for. In addition, the natural speed of the English native speaker intimidate some learners

Some authentic texts can be facilitating, rephrasing, repeating and pausing. Some features of authentic texts can simplify comprehension (Schmidt-Rinehart, 1994; Wing, 1990, p.8; Wing, 2002). Learners need authentic texts, because of their very nature, and they are more culturally rich and interesting (Bacon, 1999; Glisman and Moody, 2002; Joiner et al., 2002). Shrum and Glisman (1999, p.58) state that they develop an effective genuine interest in learning English, “because these texts are prepared for native speakers”. Scarcella and Oxford (1992) suggest many kinds of authentic texts are highly attractive. Direct access is given to students when an authentic text is fully exploited to obtain authentic texts, and it is easily comprehended.

The characteristics of naturally spoken language, such as authentic topics and films can be very attractive because such authentic materials give learners to speak freely

and express themselves confidently. Many films have sufficient visual support and expand the understanding of the learners. Many TV commercials and videos contain story lines whose meanings are valuable. ESL can come out with their evaluation to increase their understanding, since these materials become an effective means for facilitating students' minds.

Widdowson (1998, p.17) differentiated 'authenticity' from 'genuineness' in terms '...Genuineness is an absolute quality and a characteristic of the text itself. Authenticity is a characteristic of the relationship between the receiver and the text, and it has to do with appropriate response'. Authenticity is a function of the interaction between the reader/hearer and the text, which incorporates the intentions of the writer/speaker. It is achieved when the reader realises the intentions of the writer by reference to a set of shared conversations. Thus, it makes no sense simply to expose learners to a genuine language unless they know the conventions which would enable them to realize it as authentic. It is believed that when students watch and listen attentively to a film that exposes them to authentic materials, they will also be able to practise the language and give the genuine value in the teaching process. The marshes in Iraq, for example, in the study, the teacher can make his students envision the beautiful view of the marshes when they watch the film, asking them to grasp the meaning and ask the students how their houses are built and make requests for certain item. In a study conducted by Muller (2005, p. 41) shows the effect of exposure of authentic materials on learners of EFL.

Muller used video to teach students certain vocabularies using some stories and subjects from the textbooks in his classroom. Muller discovered that students grasped the stories more quickly using new vocabularies when they repeated the stories that

they had already watched in the video. He introduced some types of authentic materials in a secondary school in Japan to give them more opportunities to deal the English language. Another study used by Al Nashash (2006, p. 4) who studied the effect of a story presented in a video on female students at a secondary school at Amman, Jordan. The outcome showed that students, who used some types of authentic materials in teaching and learning the English language, performed better and also showed genuine development in productive and spoken skills in English. They revealed that these materials improved the learners' performance in the target language better than grammar translation methods and handouts and the researcher developed an experiment in which the authentic materials improved the speaking and enhanced the language students' ability in the target language, and encouraged learners to take part in more in the learning processes. Their findings suggest that authentic materials are productive and effective to learners, not only in terms of qualification but also in terms of enhancement. In a study presented by Al Jarf (2007, p. 20) revealed that using many kinds of authentic materials improved students' ability in speaking.

Al Jarf studied the effects of authentic material sat one of Saudi Arabia Universities, using some types of authentic material in teaching learning English productive skills. The experimental group were taught using a film, and both groups were pre-tested and post-tested. The study revealed students of the treatment group showed development at oral spoken skills not only in English language but in principles, instructions and procedures, and the results also showed that there was an improvement in their speaking of English where their used of English was attributed to their exposure to the authentic materials. These studies reflect Widdowson's (1998) view about the interaction between the receiver and the text.

### **2.9.1 Editing Authentic Materials**

Another viewpoint in this discussion on authenticity comes from Ellis (2006, p. 22), who believes that several important elements should be considered when choosing authentic materials. Firstly, copies of the materials should be available for using a copy. It is advisable somehow and sometimes to have a bigger group due to lack of materials. Secondly, it is very useful that these materials are unable to withstand a lot of handling. Thirdly, it must be remembered that some materials are more easily dated than others. Finally, suitable materials should be selected according to the level of the students. Somehow, certain adjustments can be made depending on the type and level of questions used in the accompanying handout.

A controversial issue regarding the notion of authenticity is whether authentic materials should be edited or not for teaching. Widdowson (1979, p. 70) states that the term, 'authentic discourse', is employed in at least two senses. Firstly, the language that is involved should be interesting. Secondly, it is employed to refer to educational purpose. The first type is known as an "unmodified authentic discourse", as referred to by Robert (1992, p. 76), and the second type as a "simulated authentic discourse". According to Geddes and White (1995, p. 54), every authentic activity should be edited so as to revise the sense of homeliness. There are fewer different ideas, and the ideas are repeated or restarted. Thus, there are both lower lexical as well as idealization densities in much unscripted, unrehearsed spoken discourses, while unscripted speech tends to be less well-organized compared to written or scripted discourses. This can be seen in the grammatical structure of the utterances and the ellipses.

Rhetorically, the organization of unscripted speech tends to be less coherent compared to scripted or rehearsed discourse. Either information follows a simple linear ordering or there may be a good deal of backtracking and the taking up of points out of logical sequence. Guariento and Morley (2001, p. 4) state that for the spoken discourse to take place and to be reflected, it requires a face-to-face setting. This means that in their addresses the interlocutors have to adjust and regulate their language to gain feedback from each other. The process of mutual adjustment might be very complex but at a simple level means that, for example, one partnering a dyad must be able to identify a question as an inquiry for information while, equally importantly, the partner who solicits and implores the information must be able to comprise the answer. Conversely, Wilkins (1976, p. 77) for example, suggests that such an authentic activity should not be edited. Wilkins' view is with regard to these of language data, which has not been especially prepared for language teaching purposes. He urges that unedited authentic materials be used for pedagogical purposes.

For Carrel and Eisterhold (1983, p. 73), in communicative language teaching, the language of a lesson should be a 'day-to-day discourse, not edited or doctored in the interests of simplification but presented with all its expected irregularities' in order to very carefully choose the range and nature of the topic used in the tape exchange. The questions asked can be varied so as to be appropriate for different levels of the students' abilities. In this way, a single action becomes effective for students.

Mehlinger (1995, p. 3) feels that there is no need to be careful and thoughtful in editing the materials. He is also against the editing of authentic materials because it

would change the purpose of producing the materials. Jordan (1997, p. 20) adds that we should be careful not to take the materials out of context and ignore the original concept of the course design, firstly, when the original choice and adaptation take place and, secondly, when the teacher's notes are being prepared. Therefore authentic materials should be used in an authentic way.

It must also be ensured that the teacher's notes will be as effective as possible. At the first stage, a subject specialist should be closely involved in the initial selection and subsequent adaptation of the source materials. Furthermore, besides being pedagogically sound, the necessary background information must also provide the teacher with some insight into the conceptual rationale behind the materials. The more realistic approach to this whole question is to allow some editing of the authentic materials.

Jordan states that it is necessary for any authentic activity to be edited by the student to gain valuable practice and skills for revising the sense of live speech to increase their use of such materials. So, editing allows students to gain experience early in their studies.

## **2.10 Types of Authentic Materials and their Uses**

The following list the types of authentic materials and its uses.

**A-Films** will be used in the present study. Students will be instructed to watch a film about the marsh life, these videos depicted the on-going life of marsh people which was very familiar to the Iraqi students in the experimental (See Lesson One, p.177). The interaction that results from the use of authentic materials, such as films and other



such kind of materials will be very effective for Iraqi EFL school students in their speaking.

**B-Photos** - In this study photos were employed in many cases to reinforce and contextualize a verbal message. When dealing with pictures or photos as authentic materials they should not be chosen so much for their content alone, but especially for their visual content (and the cultural and ideological information contained therein) in Lesson Six (p. 189) photos will be used to compare between the present and past, the picture is integrated with the teaching past form where students are required to come out with some sentences regarding the focus of tenses in the study. Thus, learning to read visuals becomes a precondition for any systematic pedagogy when teachers ask students to trans-code visual information into verbal utterances (Rabbah, 2003, p. 12).

Noon (1996:3) reports on an experiment in which pictures are employed to facilitate reading comprehension in a foreign language. Noon's aim is to argue in favour of a more cogent visual pedagogy, and she speaks of the question of pictures on half of the reading context only. She adds that there are enormous potentials for such a comprehensive and culturally transparent collection of pictures, verbal discussions, and graphic devices for the foreign language classroom. She suggests that visuals may be useful for teaching vocabulary, culture and conversation.

**C - Songs** - Songs are valuable resources for developing the students' abilities. Teachers should be selective when it comes to choosing songs, especially the contemporary songs as the traditional songs are very effective but not available. Many songs are beneficial to use; they aid learners in their comprehension and to make them talk and practise the target language, using any song helps with non- threatening

environment, at the same time they are valuable resources for developing students' higher culture. At the same time, they are motivating since they provide authentic texts for all levels of students. In Lesson Eight, the teacher will present a singer from Africa (Lesson Eight, p. 194) and will ask the students about singers' life because of his direct contact with people. Students of the experimental group became very eager and interactive to participate in class activity to make the classroom more lively. Songs provide a non-threatening atmosphere for students, who usually become tense when practising English in a formal classroom setting.

As a result, learners will deliver cultural means effectively. Challenges of teenage can be avoided in the classroom who likes most of the contemporary popular songs. By songs students can learn a lot of grammar in many phases of the teaching, plus they add a taste of novelty for many students. Somehow, the age of students can be selective when it comes to choosing songs, especially the contemporary songs, as some of them abandon the principles of language agreement. The teacher should also take the interests of the students and the songs being used into consideration. To support learner commitment, it is also beneficial to allow learners to participate in the selection of the songs, if necessary. No songs were used in this study because most of the Iraqi songs are sad, in spite of their importance in providing authentic texts and motivations. Furthermore, the traditional songs are not available here.

#### **D-Newspapers and Magazines**

In Lesson Eight, an article from a newspaper will be distributed to the students about an accident (Lesson Eight, p. 194), the students will have to identify the part of speech appeared in the headlines of the article and read the article carefully and talk about the accident as a part of speaking process, apart from that they will be given a magazine to locate the irregular verbs found in the article. Newspapers are commonly

used for educational purposes in classrooms nowadays due to their significant value. Many researchers agree that the English newspaper has a variety of subject matters compared to textbooks. This is because newspapers, unlike textbooks, reflect events of life in the world and this makes them real to students. Besides, it is the newspaper and not the textbook which students will read and use throughout their lives.

De Jong (1982, p. 42) points out those students need to be encouraged 'to read the paper critically, to talk about what they read, to challenge it, if necessary'. They will not only become better students. They will become better, more informed citizens. De Jong mentions that the criteria for choosing articles from the newspapers are the chosen articles must appeal to as many students as possible and must be appropriate for the students. Guariento and Morley (2001, p. 10) suggest that by distributing to students a list of questions to answer on a given newspaper event, the news event can be used for teaching in the classroom because after that, the students can be asked to talk and to give their opinions and impressions of the event.

The advantages of using headlines, according to Boyle (1997), are that they are big and are often accompanied by a picture, which makes the interpretation of the headlines much easier to talk about. The article further adds that well-chosen headlines, in simple, easy and straightforward English, can increase the confidence of beginners in speaking. There are many uses of the headlines. The class can be asked to talk about the story that they think will follow from the given headline. This type of activity can be done among the advanced pupils. Boyle also states that it is the very elliptical nature of headlines in English that can prove to be useful in the learning of vocabulary and syntax. Boyle (1980, p. 10) suggests that headlines be used to

encourage pupils to speak concerning the story, based on the headline. This could somehow be developed into a good speaking practice. According to Boyle, headlines are the most efficient way of teaching unusual vocabulary. Very often in the report there will be a brief and clear description about what it means. On the part of the teacher, the idiomatic character of the headlines can even benefit all levels of learners by reinforcing idioms learned in other contexts with an example of their use in a striking headline.

Lynch (2001, p. 24) suggests that auxiliary verbs, articles, quantifiers and possessives can be taught through using newspapers to make students aware of them. Coping with the language of newspaper headlines is another way of helping foreign language learners. They will know the action of verbs and they will discover shorter words that can be used in place of longer alternatives, and the meaning of the present-form of the verbal marker 'past', and that 'to + infinitive' is the most common marker of 'future'. According to Lynch, students will compare their versions with the original when another report without the headlines is given to them asking them to read, decide what the main point or the gist of the story is, and make up their own headline. This means students have to read for the main points, followed by the relevant details, and then turn the overall message into a form of notes or into headlines, as far as they are immediately concerned, upon completion of the headlines to their satisfaction. It can be concluded about using authentic materials to help them get involved prove the target language. They are used for learners to practise the language as in the real world, especially with regard to certain topics of interest to them. According to Jordan (1997, p. 8), authentic materials should not be used with beginners.

## **2.11 Features of Integrated Authentic Materials used in the Present Study**

### **a) Age**

Compared to adults, young children need little explicit grammar instruction. Adolescents or adults learners may well be facilitated in their learning by some explicit, focusing on form. In this study, the materials were chosen based on the level and competence of the students in the language. The students were at the secondary level and had equal proficiency in English.

### **b) Proficiency Level**

Celce-Murcia (1991, p. 3) also suggests that intermediate or advanced level learners will need form-related feedback and correction from the teacher in order to move ahead. They need to do so in order to feel interested to apply the English language. The beginners, who have just begun to practise English, tend to get on new subjects in the beginning.

### **c) Educational Background**

There should be adequate opportunities for literacy and proper education. Learners will have fear if the instructor does not facilitate many subjects for them of the target language. Somehow, it would not be very productive to focus completely on form for pre-literate students or semi-literate adults with little formal education. However, even these people may expect some grammar because of cultural expectations.

## **2.11.1 Other Instructional Variables:**

### **a) Skills**

It would be less important to emphasise on form when teaching receptive skills such as listening and reading. It would be more relevant to emphasise on grammar if one is

focusing on productive skills, especially on writing, since formal accuracy is an important concern here.

**b)** Formal accuracy is of marginal value for other professional needs, formal accuracy is essential. This addresses the question of what the learner needs to .It means that the language should be dealt with something that interest the learners. Besides Celce-Murcia (1991), Kent (1997, p. 41) mentions how individual variability has an impact on the language learning style. Such variables include their motivation for learning the target language, the age of the students, and their personality.

Kent (1997, p. 43) also states that diverse cultures exhibit different learning and studying approaches, and it is important to realize that learners are not alike; this kind of teaching for students would strike forcibly upon their capacity to be harmful to their understanding to the language. As a consequence, instructors therefore should realize that the progress of learners become very slowly. There are certain changes that affect how teaching language operates how operates in different situations, one example's how an ethnic group may be affected more than another. Dealing with this case is required in such a way as to provide support to the learner and this may not be present.

Next, Kent (1997, p. 46) believes that, there are variables within the students themselves which affect the acquisition of a target language, the personal background comprises interaction with a group in terms of assuring one's own case within cooperation for an individual may recognize that student develop the language, and fostering an atmosphere. Another variable may result from a disagreement between the learner and the instructor that the learner insists on using another method of teaching. Otherwise, a learner who is not sharing may fall due to inadequate action.

Gabrielatos (1994, p. 17) feels that this focuses on the teaching situation in which teachers must consider the learner profile and several pedagogical aspects. The article further said forms, to be able to comment in this research.

### **c) Learners' profile**

At a certain level, like the age of 10 to 12, the learners are considered beginners. This addresses the question of what the learner needs to. It means that the language should be dealt with something that interest the learners. Besides Celce-Murcia (1991), Kent (1997, p. 10) mentions how individual variability has an impact on the language learning style. Such variables include their motivation for learning the target language, the age of the students, and their personality.

### **d) Pedagogical considerations**

The propositional content should necessarily be for children. They need to be supported “concrete, perceptual support”. The numerous variables make learners aware that they can affect their learning and teachers of a second language. Next, Kent (1997, p. 40) suggests that, there are variables within the students themselves which affect the acquisition of a target language, the personal background comprises interaction with a group in terms of assuring one's own case within cooperation for an individual may recognize that student develop the language, and fostering an atmosphere. Another variable may result from a disagreement between the learner and the instructor that the learner insists on using another method of teaching. Otherwise, a learner who is not sharing may fall due to inadequate action. Gabrielatos (1994, p. 15) adds that this focuses on the teaching situation. Somehow, it would not be very productive to focus completely on form for pre-literate students or semi-literate adults with little formal education. However, even these people may expect some grammar

because of cultural expectations in which teachers must consider the learner profile and several pedagogical aspects. Adolescents or adults learners may well be facilitated in their learning by some explicit, focusing on form. In this study, the materials were chosen based on the level and competence of the students in the language. The students were at the secondary level and had equal proficiency in English.

## **2.12 The Importance of Using Authentic Materials**

The contents of the authentic materials that need to be used are not always formed for language teaching. This content in diverse format can supply a great amount of linguistically materials to students who look deeply at specific of genuine skills in creating process and utilize the most effective materials and relevant issues,, these contents need to be properly chosen and achieved .They are used to create tasks thatkeep away fromthe formula of language learning and can become the platform between their skilful knowledge and professional aims. The instructor needs to design and organize the materials for the students to form a connected line of information presentation, gathering and processing. Kreidler (2000, p. 7) points out that the authentic source material of the language has an immensely motivating effect on both adult and young learners of the language, and will be seen to have a place in the real world and to be relevant to people on a personal level.

Krashen (1983, p. 2) suggests that authentic materials are more effective and interesting than textbooks and furthermore, *“if students arenot exposed to these during their language studies, they will not be equipped to deal with them when the time comes to ‘survive’ in the foreign culture”*. McLaughlin (1987) adds that any type



of authentic speech in the classroom can make it easier for students to decode the information context or at least the gist of the text. So a unique feature of authentic speech, that is, redundancy, helps comprehension. Authentic speech is full of rephrasing, reformulation and repetitions of that information. Songs also create new skill into cultural education. In choosing a song, age, interests of the students should be taken into consideration, and they often remove the students' negative views in terms of learning. Presenting variety of context and authenticity, they become the foundations of grammar effective and understandable and useful. Instructors can possess a great benefit from songs because of their effectiveness to motivate the learners and to have their full effect during the teaching of the process. Authentic materials are the methods through which variety of culture are dealt with effectively. Due to their supply with authentic texts and motivation, they are motivating. The rhythmic features of the language such as articulation, syllables, stress, and intonation are offered through songs. Thus, the linguistic text, which has been separated into a series of grammatical views, becomes effective through the use of authentic materials. Through the use of living model songs, which are already known by teenagers, the instructor can encounter the challenging needs of teenagers in the classroom.

There are many advantages to using songs as one of the authentic materials in the classroom they are highly useful, motivating and memorable in their various forms, they may become a wealthy culture with their own system and melody. The use of popular songs, the mind of the students' ability and linguistic knowledge of the target culture can be widened and improved. To value students' commitment, it is also useful to share the teenagers to select the suitable songs. Furthermore through, the use of songs in language classrooms gain many benefits, learners become relaxed in high motivation, practising the target language beautifully. The motivation of effective

tunes can be for many students when songs are correctly chosen. (Cheung, 2001, p. 14) states that verse form with rhyme of most songs can be followed and repeated regularly, benefiting from the discourse features which make them memorable and effective, teachers gain wide range of foundation structures of grammar if songs are chosen carefully and adopted properly, a teacher should get rich contents from using songs in all cases of the learning, in addition to their having intensive and extensive listening.

Songs are valuable resources for developing the students' abilities. Teachers should be selective when it comes to choosing songs, especially the contemporary songs as some of them abandon the principles of language agreement. Furthermore, the traditional songs are very effective but not available. Many songs are beneficial to use, they aid learners in their comprehension and to make them talk and practise the target language, using any song helps with non- threatening environment, at the same time they are valuable resources for developing students' higher culture. At the same time, they are motivating since they provide authentic texts for all levels of students. Through songs rhythm and pronunciation can be taught. Boyle (1997:3) states that songs also provide a non-threatening atmosphere for students, who usually become tense when practising English in a formal classroom setting.

The features of the language, such as stress, rhythm and intonation, to name a few, are presented through songs. As a result, learners will deliver cultural means effectively. Challenges of teenage can be avoided in the classroom who likes most of the contemporary popular songs. By songs, students can learn a lot of grammar in many phases of the teaching, plus they add a taste of novelty for many students. Somehow, the age of students can be selective when it comes to choosing songs, especially the

contemporary songs, as some of them abandon the principles of language agreement. The teacher should also take the interests of the students and the songs being used into consideration. To support learner commitment, it is also beneficial to allow learners to participate in the selection of the songs, if necessary. No songs were used in this study because most of the Iraqi songs are sad, in spite of their importance in providing authentic texts and motivations. Furthermore, the traditional songs are not available here.

A classified advertisement is often dealt with suitable materials since it is helpful type of authentic material creating certain foundation of grammatical structures. The phrases in advertisement make linguistic and grammatical process more understandable. Thus, this type of authentic materials is needed and is very important, not only for providing effective knowledge, but also a skilful practice in language teaching. This vital effect makes poetry deeply internalized to grasp than other things for many learners and teachers. Celce-Murcia (1996, p. 2) adds that this aspect can be taught since English is a living and syllabus timed language, and being practised at a difficult equal time. Classified advertisements contain a great amount of valuable knowledge, possessing cultural views and authenticity. The capacity of classified advertisement to make students relaxed and increase their effectiveness in teaching the target language, these materials can stay in learners' minds if presented properly.

Many researchers encourage a special communicative situation: the producer, who is the text writer, wants to inform the consumers of the good points of his product and finally persuade them buy it. They think that advertisements, as part of the printed media, are very valuable for reflection and discussion. Crookall (1989, p. 4) states how small ads can be used as a composite exercise involving reading and

comprehension (to understand the text they have), talking about the idea (to understand what the other jobs are about), note taking, information transfer (to explain their own ad), and further oral practice to express their preferences.

Potter and Robert (1998, p. 3) describe another method for using small ads in the classroom. Students should study some theatre programs taken from a Sunday newspaper and given by their teacher. After an introduction and so on, programs. At first, during the speaking activity, they can be responsive again and answer those questions, by referring to the text several times. As a final task, the students are capable of devising their own answers in terms of the plays or they can create linguistic, iconographic and cultural codes. If a classified advertisement that illustrates a certain phase is also a good advertisement, it occupies the eyes, the ears and the tongue correctly while also motivating and moving us. Like songs, classified advertisements exaggerate the rhythmic nature of the language.

Classified advertisement may also cause some difficulties though they may bring creativity and rhythm into the language classroom. Classified advertisements are not constructed simply, and they are more creative and act more than prose syntactically. Thus, the foreigners often encounter difficulty to understand them. The teacher should first consider the grammatical structure that should be considered to be presented, practised or reviewed. Then, the level and the age of the students must be taken into consideration so that they can effectively benefit from the classified advertisement as a teaching material. Next, the theme and the length of the classified advertisement, and its appropriateness to the classroom must be taken into account.

According to Cook (1981: p. 5), one of the advantages of using authentic materials is that:

*“... All language syllabuses are defective representations of the target language... The only way we can make sure that we are giving the students all they need to know is by giving them authentic materials.”*

To sum up this advantage, authentic materials are normally rich in their forms and resemblances compared to ordinary conventional teaching tools- chinks and textbooks - and definitely create interest among the learners. It can be concluded that the use of authentic materials can generate interest in the ESL lesson, especially among the average and below average students who are demotivated to learn the language.

### **2.13 Individualized learning**

Individualized instruction or learning means instruction plans that are made to fulfil the needs and ability of individuals. One such example is the use of the computer or the web. Through the web, foundation of grammatical drills, practices can be available, The five aspects of individualized instruction are commonly thought to be the pace of learning, instructional objectives, process for learners explain learning or materials, the reading level of materials and finally, learning activities. The use of authentic materials will enhance the power of remembering or what we call ‘memory’. Sometimes, students need to work individually when it comes to the application of authentic materials. One such material is the web, which has been exploited for language teaching. When authentic materials are utilized among students, the chances of having individualized learning are high. It is another element in learning theories. Learning takes place if things are remembered and it also act out as a battle ground for facing theories of teaching which have strength. Miller (2005) points out that many plays cause remembering. In his book, *Essentials of Learning* (1977), Miller suggests that information is organized into meaningful ‘chunks’ in the memory. The

web is an important device in teaching grammar. Any grammar point should be contextualized.

#### **2.14. Motivation**

Students should definitely be motivated since they face a lot of challenges in the learning environment. The use of authentic materials is one of the ways to increase the motivation to expose the learners to create meaningful plan to practise the target language. The motivation is very closely dealing with, anxiety, reinforcement, arousal, attention, and feedback. Malone points out that there are three qualities that provide motivation, namely curiosity, challenge and fantasy. Ellis (2006, p. 6) points out that a film is very effective tool that arouse the learner towards the educational process, it is one of his suggestions since it involves many components of motivation: producing satisfaction through intrinsic, developing an expectancy of success, arousing interest and creating relevance.

As mentioned above, authentic materials are significant since they increase the student's motivation for learning and expose the learner to the 'real' learning. As explained by Guariento and Morley (2001, p. 347).), authentic materials play a great effect on students' motivation, and provide meaningful aspect and exposure to the real learning. Finally, authentic materials also deal more closely with students' interest' and add effective environment to the language process. The authentic materials, in their diverse formats can prepare wide range of support to the real language when properly chosen and applied. They can be used to form tasks that separate from the statements of language learning and become the platform between the skilful language of learners and their learning process.

Peacock (1997) cited in Richards (2001) stated that another benefit is that authentic materials make the learning process more meaningful and clearer, and motivate the students to follow the lessons. They are helpful and meaningful more interactive than conventional methods therefore they can be smoothly used updated. As such, they act as a tool to motivate the students to follow the lessons. In short, using authentic materials motivates students to go further as it brings an authentic piece of what is being taught into the language classroom. For example, the benefits of using this new process, lessons need not be bound to anything. The teacher should select the material that relate to students' need and support their professional knowledge goals that those authentic materials are even appropriate for their interests, and this will motivate them to learn more about the topics being taught (Peacock, 1997), cited in Richards (2001, p. 7).

### **2.15 Strengths and Weaknesses of Using Authentic Materials**

According to Christensen (1998, p. 15), authentic materials have an educational value in that they inform students about what is happening in the world. As teachers are educators, so they should work hard to develop the educational process. The following are some of the weaknesses of using authentic materials:

- A. Authentic materials are not authentically made for pedagogical use. These materials may be too culturally biased, so it is unnecessary for them to be understood outside the language community.
- B. Not all the vocabularies are relevant to the students' immediate needs. Clark (1983, p. 445) points out that the media should influence learning under any conditions. Thus, whether a material is authentic or not would make no difference.

C. There are difficulties at the lower levels and too many vocabularies are difficult for the beginners, teachers need a hard time to prepare them.

D. For lower level students, it is necessary to prepare the text and this can be time consuming. Buck (2001, p. 9) adds that the texts of authentic materials should be similar to an announcement. They lose their context if they are taken out of their original situation. Some are out-dated easily, e.g. news. Many abbreviations are not used such as (P.O, M.I.A., G.O.P. and others). In addition, some headlines in the media with listening, there are too many different accents. Omaggio (1986, p. 128) warns that random, unedited authentic materials concerning vocabularies and authentic activities should be edited. Ur (1984, p. 5) and Dunkel (1996, p. 32) assures that authentic materials are needed if students want to acquire authentic language skills. These materials allow them to observe the dynamics of activities as native speakers interact in authentic settings. They also caution that difficult materials have no use and they damage morale and motivation. Other aspects of authentic materials are:

**a-**The information in many text books is repeated and centres on dialogues such as patterned, after each lesson and these create a climate for socially isolated learning. More socially enriching materials are needed to help students become thoughtful participants of learning and that feature the everyday use of English.

**b-**It can be very useful to using authentic materials to be motivated and rewarded for learners and teachers. However, some students may panic over the use of authentic materials but that is an unnecessary fear. Authentic materials are one of the main tools that support learners to create living environment and to encourage the lower level to experience the language and avoid their feeling fear from using them.



**c-**It can be claimed that it is sure of some problems would arise when authentic materials are used as learners watched to real discourses. In films or interviews with familiar character, lower intermediate students are told to listen for the gist of the interviews. These are the things that excite teachers and make them responsive to use these types in their schools. While using them, students are learning the real language; they become very active to practise the language as it is in the real world. Textbooks often does not include incidental or proper English If the text is changed the language can be reflected in different environment. Teachers can encourage the students to read for pleasure because the materials may contain academic subjects of interest to students, especially if learners have a say about the texts or kind of the texts to be used in class.

**d-**Teachers can keep abreast of such changes, and can make the students practise the language skills written by Richards (2001, p. 5).For example students are asked to listen to news, after that they will be asked about the news they have already listened Ellis and He (1999, p. 68) has argued that the question of whether to use materials largely depends on the pedagogic purpose the materials are to serve. What will students do with the materials? What do teachers want them to learn? When teachers do away with the texts as genre models, for instance, the need for authenticity is less pressing and it might be preferable to use an adapted text or a specially written one. Materials created specifically to stimulate speaking, to practise language items, and to highlight the features of target texts will be more effective than the real texts. The bottom line is that students should not be misled about the nature of the speaking items. So for these and other reasons, many teachers feel there is nothing wrong with using created materials, especially at lower levels of language proficiency where

students need the guidance and support of controlled input. In fact, many programs employ a mixture of authentic and created materials.

## **2.16 Summary**

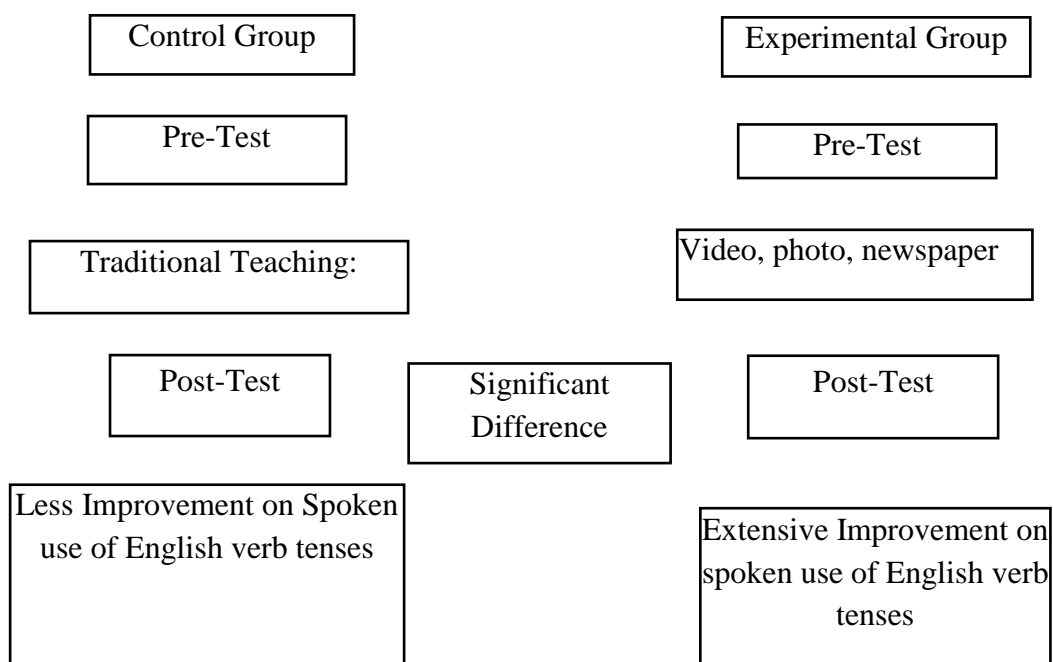
This chapter has provided the underlying theories and the need for and the benefits of authentic materials which are being properly applied, and has discussed the review of the literature related to the effect of the use of authentic materials. This chapter has also explained the different kinds of these texts that will be applied in the study and has discussed the related studies that have achieved the genuine outcome by students who are taken chances to excite with authentic texts. Finally, it has drawn the conceptual framework of comparison between the strengths and weaknesses of the use of authentic materials, showing the striking differences between them. The following chapter will present the methods and procedures to determine the effects of authentic materials on developing the speaking skills.

## CHAPTER THREE

### RESEARCH METHODOLOGY

#### 3.0 Introduction

This chapter deals with the plans and preparations to determine the effects of authentic materials on spoken English verbs of the subjects, and examines their attitudes towards English. The chapter begins with a research design of the research, with a descriptive kinds of the research subjects and research tools, research design, research population, instrument of the study, summary of the findings, a pilot study, are applied to analyse for the study.



*Figure 3.1 Research design*

### 3.1 Research Design

The quasi-experimental design was chosen concerning the use of an experimental group and a control group, the groups were chosen without naming them from different settings from Iraqi school. They were selected before the designed program was carried out. The experimental group was taught using the authentic materials, video, film and a newspaper planned by the researcher and the control group was taught using the traditional method of teaching, with texts, copies, handouts or doing the same daily habitual activities, both groups were pre- tested and post tested the interaction that result from the use of authentic materials would be very effective for students of experimental group in their speaking while the traditional method itself has proven insufficient for improving their tense usage for their speaking from the perspective of control group with a pre test mean being 1.4032 and a post test mean of 1.4084 in which there is no significant difference between the pre test and the post test while there is significant difference between the pre test (0.0256) and the post test (1.04723) for the experimental group.

#### 3.1.1 Research Participants

*Table 3.1: Distribution of the Research Participants*

	Experimental Group	Control Group
Iraqi School	-----	-----
Boys	13	11
Girls	21	14
Total	-----	-----
	34	25

A total of 59 respondents were involved in the research. Out of that number, 34 students or 57% of those chosen from the Iraqi school formed the experimental group and 25 students or 43% formed the control group.

The two groups were considered to be similar to each other. The students were all aged 17, from grades two and six, before the research was conducted. Both of the groups had equal proficiency in English. Besides, they were taking some additional technical subjects such as computer science. To achieve the purpose of the study, they were pre-tested and interviewed. Altogether, there were eight lessons, which would be conducted before the post-test (See Appendix H, Lesson Plan H, p. 174). At the end of each lesson, the subjects could ask questions on anything that appeared unclear to them. These insights were noted by the researcher, and the worksheets were given out, both for practice as well as for testing from time to time. Based on the feedback, the researcher was able to improve on the task at hand. This was an important characteristic of the quasi-experiment. Students were taught the formal features, which were somehow easy to grasp. The first focus was on speaking skills and it was agreed that the basic principles of English must be understood by all students. The lessons were carried out in accordance with the principles of the quasi-experiment to answer the research questions. In this way, after every cycle, it was possible to review the weaknesses in a particular lesson, if there were any, and then proceed to replay the next cycle to rectify these weaknesses. The lessons were planned with this objective in view. There was program for both groups.

All these would ensure the reliability of this study. The section on the research design shows how the results would be evaluated in terms of the speaking test, the

teaching procedures and the lesson plans which were put in (See Appendix H, p. 174). Eight lessons and worksheets were administered during the eight days. The experimental group was exposed to the use of authentic materials, while the other one was given a conventional method. After that, the students of both groups were post-tested. This study aims at making a quantitative analysis on the effects of using authentic materials on speaking among Arab learners. The research design contained a program for the two groups to which the subjects were assigned. However, the two classes had already been chosen by the school. This research would determine the effect of utilising these materials in the teaching of tenses (present, past and present perfect) by using the mean of percentages. The study was done in the following way:

- (a) Consent to perform the study was obtained from the school principal by a request to the headmaster.
- (b) The plan was reviewed to establish the theoretical background of the study.
- (c) The authentic materials were ready for work and through a short meeting.
- (d) The speaking skills test was ready to carry out.
- (e) A meeting was held EL teachers who perform the types of authentic materials and who tested and evaluated the participants.
- (f) A discussion with the teachers to determine the lesson plan and to discuss the result of the pilot study the spoken English test was administered before and after the study.
- (g) The outcome of both groups was analysed.
- (h) The plan would take a period of eight days.
- (i) The findings of the study were analysed and discussed in Chapters 4 and 5.

### **3.2 Instruments of this Study:**

The instruments of the study are:

1-The speaking test was proposed by Richards (1983), cited in Omaggio (1986, p. 126). The following are the micro-skills in the oral mode. Like the other skills, the speaker has to pronounce the distinctive sounds of the language clearly enough so that people can distinguish them. Richards suggested that the speaking test should include biographical, guided and open questions and should also include putting words together in their correct order; using vocabulary appropriately; and developments by the researcher that include oral questions and evaluation rubrics (See Appendix C, p.164). The oral questions consisted of three types of questions:

- a.** General questions, such as "Where do you live?" and "How large is your family?"
- b.** Subjective questions, such as "What is your favourite subject? Why?" "Do you like to study English only? Why?"
- c.** Free questions, such as: "In your opinion, what should the school do to help you study English?" "Why do you think most Arab students do not like English?"

The spoken English test is an effective skill in the oral fashion. Like the other actions, it is seemingly more difficult and involves the rules of pronunciation. The speakers have to:

- a)** To pronounce the syllables clearly enough so that people can distinguish them.
- b)** The rhythmic patterns and intonation patterns of the language should be clearly.
- c)** The articulation should be said and put properly.

The spoken English test was to evaluate the students' work before and after the study so as to perform the achievement of the lesson plan on the participants, there were pre test and post test orally and written, they were carried out and performed by

the teachers of Iraqi school based on productive design presented by the researcher , the spoken English test was chosen from Ur (2006, p. 84) and discussed by a panel, comprising the oldest female teachers, who had more than 15 years of experience in the service, to suit the local context.

## **2-Interviewing**

Two face-to-face interview sessions were performed to interview the learners who took part in the study (See Appendix D, p. 165). The first interview was performed so as to get information about the educational background of the participants and their experience in English. The second interview was about speaking test to examine the effect of the designed program on the participants; the second interview revealed that authentic materials allowed them to be improved in their speaking. The first interview revealed their difficulties in the English language in general due to the target language environment and lack of communicative competence.

The criteria which is based on Brown' view, the evaluating and scoring speaking tasks should have at least six possible criteria which are:

A = Pronunciation 20 marks

B = Fluency 20 marks

C = Vocabulary 10 marks

D = Grammar 20 marks

E=discourse-feature 15 marks (cohesion, sociolinguistic, appropriateness.)

F=Task (accomplishing the objective of the task) 15 marks

The following questions were used during the interview:

1. How long have you been in Malaysia?

2. How do you find Malaysian people?



3. What language do you speak?
4. Describe the benefits of being here?
5. What is the most important lesson you have learnt through your career?
6. What unique skills do you have?
7. What have you studied before coming to this country?
8. Can you describe your feelings?
9. Can you talk about a situation in which you were usually relaxed what people were saying to you?
10. Tell me an interesting story that happened to you while living in Malaysia?
11. Give a speech about why you love your mother – 2 minutes.
12. How often do you use the English language in your own country?
13. What skills do you use when learning English?
14. Which way do you practise when learning English?
15. What kinds of problems do you encounter in terms of learning English here?
16. What is the most difficult skill in learning English?
17. Do you learn better when you communicate with foreigners?
18. How do you understand the meaning of the new words?
19. Do you try to learn English through interactions with foreigners?
20. What kinds of problems do you have when you talk to other foreigners?

### **3.3 The Wilcoxon Signed- Rank/ Analysis**

To achieve the research questions, the speaking test is used as a pre-test and a post-test. The Wilcoxon Signed-Rank test was used to compile the data received. After the Wilcoxon Signed-Rank test had been conducted on the related samples of the pre- and post-tests, the Mann-Whitney test was carried out to compare the control group to the experimental group to show the results of the two groups in the mean scores to find

out the achievements of the two groups. The scores were also validated and the study had two variables. These were the mean scores of the subjects for the speaking skill test- dependent, whereas the variables of the teaching program- independent. The Wilcoxon Signed-Rank test was utilized to comply with the type of data received. In this case, the samples were related (the pre and post-tests) at only two levels, suggesting that there was a need to test within the groups. Besides, the data were independent, where the scores of one participant were not dependent on the scores of the other participants (Morgan, Leech, Gloeckner and Barrett, 2004). Apart from that, the parametric assumptions were clearly violated because the test marks obtained were nominal in nature and not normally distributed.

After the Wilcoxon Signed-Rank test had been conducted on the related samples of the pre-test and post-test, the Mann-Whitney test was carried out to compare the means the both groups , experimental and control groups. Significantly, this test was selected based on the assumption that the dependent variable (the post-test) was to be continuous before it was ranked. It was taken as true that there was an underlying going further in the dependent variable even if the actual data were careful numbers (Morgan, Leech, Gloeckner and Barrett, 2004). In addition, the samples were obtained in two groups. Therefore, the analysis had to be done to test between the two of them. It should also be noted that the parametric assumptions were also clearly violated because the test marks obtained were nominal in nature and were not normally distributed.

### **3.4 Pilot Study**

Table 3.2 below shows the scales of a pilot study that was carried out on the test items but with different samples. The samples used in the pilot study comprised the students

of the same school. The same set of questions was given to the students before the research work started.

**Table 3.2: Scales of Pilot Study**

No. of Students	Scale mean if item Deleted	Scale Variance if item Deleted	Corrected item-Total Correlation	Alpha if Item Deleted
1	80.5667	29.0816	.0703	.7547
2	80.2667	26.3402	.5597	.7315
3	80.4000	28.1103	.2306	.7487
4	80.6000	28.3172	.2924	.7467
5	80.5000	28.0517	.2800	.7465
6	80.3333	27.7471	.2890	.7458
7	80.4667	27.8437	.3090	.7451
8	80.4000	28.5851	.1312	.7513
9	80.3667	28.4897	.3566	.7536
10	80.4000	28.3862	.1755	.7425

#### Reliability Coefficients

No. of Students = 10

Alpha = .75333.

A pilot study was performed with the purpose of enhancing the reliability and validity of the instruments. 10 students, aged 17 years, were selected from class D in the Iraqi secondary school. They were divided into two groups. Five learners established the

control group and the other students made the experimental group. The students of the experimental group were allowed to the use of authentic materials to verify the statements, taking into consideration their speaking skills. However, the pilot test was not conducted to make a comparison between the two groups, but to ensure that the students understood the questions of the test and to enhance the reliability and the results of the validation.

A test of the validity was performed; Cronbach's Alpha was used to see the scales to which an instrument consistently measures whatever it measures. The Cronbach's Alpha is computed to see the coefficient value, which must be between 0 and 1. From the pilot test, the value of alpha was 0.7533. As this exceeds 0.60, thus the scale is said to have an internal consistency and hence, is reliable.

### **3.5 Types of Authentic Materials Used**

The contents of the authentic materials that need to be used are not always formed for language teaching. This content in diverse format can supply a great amount of linguistically materials to students who look deeply at specific of genuine skills in creating process and utilize the most effective materials and relevant issues,, these contents need to be properly chosen and achieved. They are used to create tasks that keep away from the formula of language learning and can become the platform between their skilful knowledge and professional aims. The instructor needs to design and organize the materials for the students to form a connected line of information presentation, gathering and processing. Kreidler (2000) assures that the authentic source material of the language has an immensely motivating effect on both adult and young learners of the language, and will be seen to have a place in the real world and

to be relevant to people on a personal level. The following types of authentic materials were used in the study:

**a. Photos** were used to allow flexibility among students and this appeared to be a regular move from traditional approaches, largely expressed in the clear learning and contextualization of a verbal message. It was noticed that students were interested to see the pictures of Indonesian Ethnic wedding (See Lesson Seven, p. 188) and to talk concerning the ideas required of the text. In Lessons Two (p. 181) and Five (p. 187) many photos were used for the registration of the air force college and the interview with a Time newspaper correspondent. Students asked about the forms that they are going to fill in as part of the speech process. The students of the experimental group realized that they could perform more than they had expected to, and become very interactive to participate and make the classroom lively.

**a. Computers and videos** were used to help in the verbal interaction between the students to facilitate higher order thinking. Video and computer were used for several activities; they depicted the on-going life of the marsh people which was very familiar and interesting to the students in the experimental group(lesson one p.177), they became very effective, the teacher asked to talk about the idea of the film as a part of speaking process. It is noticed that the increased exposure to these types make students improved to speak freely with self confidence asking their teacher in English, having the courage to use the target language in the real world.

**C. Newspapers** were commonly used in the classroom due to their significant value and variety of subject matters compared to textbooks. Newspapers reflect events Moreover; an article was used in newspaper about a couple of singers in Africa, and

students talked about their life that was interesting because of their direct contact with people (Lesson Eight, p. 194).

The pictures can be used for several activities, descriptions or comparisons between present simple and past simple tenses (Lesson Six, p. 189). There needs to be some connections with the real world to be aware, and this makes them real to students, unlike books.

### 3.6 Texts Used in the Study

Table 3.3 below provides the schedule of the lessons of the two groups.

**Table 3.3 Lessons of the EG and the CG**

	Time	Days	Activity/Used	Authentic Materials
	11a.m	Friday	Film-Marshes in Iraq.(Video)	
Experimental Group/Room B  From 20/5/11 to 30/5/11	11a.m	Sat.	Photos and Video/Voluntary work	
	11a.m	Mon.	Photos about registration at college	
	11a.m	Tues.	Newspapers	
	11a.m	Wed.	Photos	
	11a.m	Thurs.	Speaking / similarity	
	11a.m	Friday	Photos about past simple	
	11a.m	Sat.	Diagram / Drawing time line / past simple	
Control Group			Traditional Method / Grammar Translation / books / handouts / the same date and time	

**Lesson 1 - Videos** were used; the aim was to teach tenses. Students watched the film.

it was about the life of the marsh people. It took forty minutes. It was very familiar.

Pre-viewing was done by the teacher, who spent much of the time, the activities, either giving some vocabularies or allowing students to ask questions. After viewing the film, the students have to repeat what they have viewed. Then, the researcher, with the headmaster of the school in attendance, made some notes about the first lesson. The students were present at half past ten. The lesson started at 11 a.m and the teacher began to talk to the students about any activity involving us all the day, for doing homework is a task, as is ironing clothes, going shopping, and others. Such things prevail so much so there is not any work that should be called a task. The teacher told me that the purpose was that the learners could be ready to achieve an acquisition. After that, the teacher started implementing the lesson. Before starting, the students watched the class visitors talking and smiling. Some of them followed the instructions the teacher gave. **(Sound off)** The film lasted twenty minutes. The students watched attentively and the researcher chose a general topic which is thought to be interesting and familiar to the students, **( Sound off)**

#### **-First step**

The passage is about the life of the marsh people in the south of Iraq. The students viewed it by using a video and the teacher, in order to help the speaking process, generally spent a lot of time on pre- viewing activities either giving some vocabularies or allowing the students to ask about what they viewed. However, the teacher maintained that he spent less time on the pre –viewing phase before the students viewed on the slice. Thus, preparation such as a discussion about the subject, before having students viewed a segment would be very important. To elicit their background knowledge, students had to repeat what they viewed.

**-Second step -** After viewing, students divided into groups and talked about anything surprising about the life of the marsh people and their yearly celebration using required tenses present simple, present perfect and simple past.

The topic is as follows: **Marshes of Southern Iraq**

*The Iraqi marshes are large beautiful lake areas situated mainly between the Tigris and Euphrates in the southern part of Iraq. They are about 9000 thousand square kilometres in area. In ancient times they were the playing and a hunting ground for Sumerians, Babylonian and Assyrian kings and myth has it that it was to this attractive region that the Sumerian king Gilgamesh came to seek immortality. Today, the marshes are the source of national wealth. Oil has been recently discovered in some of them.* beginner translators and that is that the Arabic “be” does not appear when the time reference is present and the mood is indicative.

The great marsh where the Tigris and Euphrates is known “Al Hor” . In this marsh as well as in the other marshes, the marsh men live mainly by hunting and fishing. They travel from one place to another using canoes. This is the most important means of transportation and it is locally called “Mashhoof”. Usually each mashhoof is pushed by a long stick in the water, which is as clear as glass, and in these mashhoofs the marsh men go fishing. Some of them use five pronged spears; others use nets for this purpose. In the marsh villages, houses are made of reed and reed mats. Every house in the village stands on its reed platform on the surface of the water. The houses are made during the hot season when the water level of the marshes is low. These artificially formed island, on which houses are built, are made by placing layers of mud, reed and reed mats. These are firmly trodden and reinforced by other layers until the platforms becomes strong enough to support the house and the neighbouring yard



for cattle. Today, it is no longer subjected to exploitation and the rule of feudal lords. The feudal lords were dispossessed, water stretches have been controlled and the land has been reclaimed and distributed among villagers, who produce among other things, large quantities of rice every year. The region is witnessing a great economic change. Big boats transport cattle reared in the marshes to the markets on the mainland. These boats, which are the buses of the marshes, also transport large quantities of reeds to Basra where they are processed at the large new paper mill into paper. Health centres and schools are found even in the remotest parts of the marshes. Many years ago the idea of a school amazed the marsh men, but today all village boys and girls go to school every morning.

### **Third step**

To make students revise the sense at home, the teacher gave them the following questions:

- 1. Re-write these false statements correctly without using negation:*
- 2-All Iraqi marshes lie between the Tigris and Euphrates.*
- 3-In the past, the marsh area witnessed a great celebration. Why?*
- 4-What did they believe? What would happen to anyone who didn't take part?*
- 5-Big boats transport only reeds.*

After that the teacher explained some words based on the text.

The teacher told them to work in groups and to talk about the life of the marsh people and told them to find words and phrases related to the title of the topic. The teacher gave them the chance to use the verbs in the simple past and present simple tense and to say which referred to the past and which did not. Finally, the teacher went around helping them by saying two sentences:

*The marsh areas **were** places for playing and hunting. (past)*

*The marsh people **live** mainly on fishing. (present)*

The students could ask individual questions. The students conducted practice (speaking) activities about the actions of the film as required, based on the language and the worksheet distributed by the teacher. The instruments used were as follows:

## Lesson 1

Name of Activity: Video	
Aims: speaking, past simple, and present simple tense	Class time: 40 minutes
	Preparation time: 15 minutes
	Materials: video, laptop
<p>Before class: teacher needs to explain some difficult words.</p> <p>In class: teacher shows the whole group the video related to the life of the marsh people and their celebration of 'Majena'. Students have to repeat the idea using the tenses required.</p> <p style="text-align: center;"><b>Variations</b></p> <p>The video will be played according to the topic.</p>	

Students nodded, some shook their heads while examining the photos.

A student smiled as the teacher explained, others took notes.

A student asked the teacher about the photos. The teacher answered as follows:

A student presents his file to the college official. He has to fill in a form.

Then the teacher asked them if anyone had filled in a form before. The teacher wanted them to talk about their ambitions and their interests using the present simple tense.

Then, he asked them about the clerk in the Iraqi school using the following adjectives - *angry, pleased, cooperative, and in a hurry*. At the end, worksheets were distributed to continue the lesson.

### **Activity 1**

*-How are things with you?*

*-What is your full name and address?*

*-Have you got any special reason for coming?*

*- Do you speak any other languages?*

*-Do have any hobby?*

*-Is this your first time here?*

*-Have you got any brothers and sisters?*

Students worked in pairs and act out the conversation using present simple.

### **Activity 2**

A student presented his file to the college official; he had to fill an application form.

She asked him about his family and she told him to meet the officer who was in

charge of the college. Students worked in pairs and act out the conversation in the photos, using the following questions:

- Good morning, Miss.
- Good morning. Your name is Peter, isn't it?
- Yes, that's right.
- Why do we want to join Air force?
- To serve my country.
- That's great. I'm sure you'll be a good pilot. By the way, what are your hobbies?
- I like all sports. In the summer I swim a lot.
- Good. Take your file to the officer next door and he'll arrange your medical examination.
- Thank you very much.
- Good bye and good luck.

### **Development**

Teacher asked students the following questions:

- 1 Where does this conversation take place? What do you think the girl?2 Do you think the girl is responsive?

### **Activity 3**

Talk about the correct alternative:

- 1 The officer was – 1. Angry 2. Pleased 3. Cooperative 4. In hurry
- 2 The officer looked - 1. Old. 2. Young 3. Middle aged 4. Sick
- 3 The boy was – 1. Polite 2. Smiling 3. Panting 4. Scared
- 4 The questions were – 1. Direct 2. Formal 3. Informal 4. Funny

#### Closing

- 5 The teacher asked his students to talk about the descriptions of a girl and a boy using (simple present) in the course of the interaction. For instance, what polite expressions, compliments and accompanying non-verbal gesture are expected to be employed in similar situations
- 6 The teacher asked two students to role-play similar situations to the ones they have just viewed.

## Lesson 2

<b>Name of Activity: Photo</b>
Aims: speaking, present simple tense Class time: 40 minutes Preparation time: 15 minutes Materials: Photo or Television
<b>Description</b>  Before class: teacher needs to explain some difficult words.  In class: teacher shows to the whole group a photo. Students have to examine it. It is about a student submitting his file to the Air Force College, and an interview between a student and a Times newspaper correspondent.  -Photos will be used according to the topic.

### -Lesson 3.

**Photos** were used to explain the present simple tense using the adverbs of frequency (usually, always, often, everyday, sometimes). Students were asked to examine the pictures and to talk about the life of the family shown in the pictures. In the second activity about similarities, the students talked about their families and in what ways they were similar and different using facial expressions, health, looks and opinions.

### 3.7 Class Observation

The lesson was attended by the researcher, who made some notes.

Place: Iraqi School. All 34 students were present.

Objective: present simple and present perfect tense.

Materials: Photo and video.

Teacher asked his students to work in pairs and to talk about their families, brothers and sisters, and what ways they were different and which of their parents/grandparents they looked like. They had to think about personalities, attitudes, tastes and interests.

Teacher helped them with the following statements:

*People say I look like my sister.*

*I am not completely different from my mother.*

*I think I take after my father.*

The second activity was about twins:

*The teacher distributed a photo of twins and asked them if they knew any twins, and if so, were they identical or not? What kind of relationship did they have?*

*Which of the similarities do you think might be genetic and which might be coincidental?*

*Which do you think is more important to our personalities, our genes or our upbringing?*

The teacher helped them by giving them some examples:

*I know twin, their lives are truly remarkable. They got married on the same day without knowing. One of the students said:*

*I know twins; both of them are intelligent, they have the same political opinions.*

*Both of them like playing tennis and they dislike meat.*

**Notes:** All students looked at the handouts when the teacher talked about some activities listed in the handouts. Some students were talking among themselves while the teacher was talking to the class.

The teacher asked the students at the end of the lesson if they had any questions.

The students smiled when the researcher told them that they had done a good job.

<b>Name of Activity: Photos</b>	
Class time: 40 minutes	
Aims: speaking, past simple and present simple	
Tense	Preparation time: 15 minutes
	Materials: video, laptop or TV
<b>Description</b>	
Before class: teacher needs to explain some difficult words.	
In class: teacher asks students to work in pairs and talk about their families and what ways they are similar / different.	

**d) Lesson 4. Newspapers and magazines** were used. The aim was to teach the present perfect tense. The students worked in pairs and talked about what appeared in the newspaper. It was Sally's birthday.

#### **Lesson 4**

**e) Lesson**

**Lesson 4** Teacher distributed an article from a magazine to the students and asked them to *work* in pairs, examine the picture and talk with his/her partner about Sally's birthday.





## Lesson 5

<b>Name of Activity: Video and photo</b>  Aim: speaking skill	Materials: video or photo  Class time: 40 minutes  Preparation time: 15 minutes
<b>Description</b>  Before class: teacher needs to explain some difficult words.  In class: teacher shows to the whole group a video related to the life of some famous people who have done well for their people using the tenses required. The second activity was about the life of the family of “Mr Arthur”.  <b>Variations</b>  The video and a photo will be according to the topic.	

e) **Lesson 6 /Photo** was used. Students were told to look at the picture and talk about the life of the people hundred years ago. The second activity was about speaking task, which everyone talked about the time when he was eight years old (his home, school, childhood) e.g.

-Were you nice to your brothers?

A visitor wrote his notes about his visit to the class:

**Lesson 6** - A video and photos were used to show how the world was a hundred years ago and now. The teacher asked the students to describe them using the following phrases and adjectives: *young people, happy children, beautiful places, slow cars.*

**Adjectives:** *quite rich, old, fast, safe, ugly, unhappy, simple life, still needs love, poor, noisy, crowded, polluted, romantic.*

Students were shown four photos, and asked them which one expresses the past or describes the world hundred years ago and now.

*What about the life, simple, still need love, people were poor*

*What are the similarities and differences between lives in the past, as they see it, and now -noisy, ugly, crowded, exciting, popular with tourists, old fashioned, fearful, polluted and romantic.*

The teacher began to help them by saying:

*People in the past were confident.*

Then student said:

*Students were studious while now they are fearful and worried.*

**The second activity** was about the speaking task. The students worked in pairs.

Everyone interviewed his partner and talked about the time when he was eight years old, drawing a time line for his life, e.g. *Were you nice to your brothers and sisters?*

*What was your favourite food?*

## Lesson 6

<b>Name of Activity: Video and photos</b> Class time: 40 minutes	
Aims: speaking, past simple, and present	Preparation time: 15 minutes
Simple tense	Materials: video, laptop or TV
<b>Description</b>	
Before class: teacher needs to give some words and adjectives used.	
In class: teacher shows to the whole group the video related to very old places. The students have to differentiate between the past and present, and repeat the ideas using the tenses required.	
<b>Variations:</b>	
The video will be according to the topic.	

**Lesson 7 :** Aim: past tense and present simple tense

**First activity: About Ethnic Weddings in Indonesia.** A photo from a magazine was distributed, and the teacher began talking about the customs and traditional habits, what to do and what not to do. The teacher explained that the friends who come should put money into the box as a present. The ceremony is only for close friends and it is before the wedding. As a habit, the groom's family has to go to the bride's house, bringing presents in red boxes. Only men are allowed to carry them, while female members cannot carry the presents. At the beginning, the students were eager to know more about their culture and tried to compare it with an Iraqi wedding. The teacher was interested to find these helpful tools to practise the target language.

**The second activity:** A newspaper was used. The article was about a couple of singers from Africa. The article was distributed and the teacher asked the students to locate verbs in the past simple tense. The students could differentiate between the present simple and the past simple tense.

**The third activity** was to talk about any famous singer in their country. For example, A singer's life is interesting and exciting but it causes troubles and worry because of his direct contact with people. He might be loved by people but sad with his family. Students should talk about a student's life or a shepherd's life.



### **3.8 Summary**

Chapter 3 has taken a closer look at the research methodology and the research design of the study. It included the justification for the chosen data collection and its procedures. It has also provided a description of the sample and the lesson plans and activities. The data collection instrument has also been described in detailed.

## **CHAPTER FOUR**

### **FINDINGS**

#### **4.0 Introduction**

This chapter deals with the results that were achieved from the analyses of the data in this study. The summary of the outcome and a collected explanation of the results are also presented.

#### **4.1 General Findings**

##### **4.1.1 Research Question 1: In what ways do native Arabic speakers in Malaysia learn English as a foreign language?**

The following part deals with the results connected to the research question regarding the ways that native Arabic speakers in Malaysia deal with English as a foreign language. The results were derived from varying data sources, interviews with students, and class observations. Students were asked the following questions during the interview:

##### **-How often do you use the English in your country?**

Most of the students said there is no use for the English language in their county.

##### **-Where do you use English?**

They use English only in the school. They live with their families where their usage of English is limited.

##### **-What skill do you use when learning English?**

From another perspective, only one student used some skills. These answers show the different styles, which were used by the subjects in the present study. Every student also used different styles of learning in which one preferred to listen to songs to memorize and learn English, while another preferred speaking.

**-Which kinds of problem do you encounter in terms of leaning English?**

They all have problems in learning English language especially in terms of grammar, vocabulary, speaking and writing skills.

**-Do you learn English better when you communicate with foreigners?**

About 70 per cent of the participants reported that there might not be any interaction between native and non- native speakers. However, about 60 per cent claimed that they benefitted from talking to Malaysians by memorizing the new words, while 40 per cent made guesses. They believed that more practice was needed to improve their weak style. Others felt that it was enough to speak more and more. They all felt that they made some improvements in their English when they came to Malaysia. Although they did not benefit in the same way, they believed that their improvements came via increasing their communication with Malaysians. Some admitted that they could not understand the message easily.

**-How do you understand the meaning of the new words?**

To understand the meaning of English sentence, about 75 per cent of the students referred to the dictionary, while 25 per cent would guess.

**-How do you try to improve your weak skills?**

The students felt that more practice is needed while others believed that it was enough to speak more and more. They all felt that they gained some improvement in their English, but the benefits for all were not the same. About half of them thought that

their improvement came via increasing their vocabularies, while the others focused on structures of the sentences when they communicated with Malaysians.

#### **4.2 Research Question 2: How do Arab students and teachers perceive the use of authentic materials in the English classroom?**

The researcher also conducted an interview with, two English language teachers who taught in the Iraqi international school. Both teachers, one a Form Four teacher and the other a Form Five teacher, took part in the programme designed for this study, and five students in order to get their feedback. Both teachers took part in carrying the designed plan for the study. They are qualified and have more than ten years experience each. The questions asked are in the Appendix (p. 209). Based on the feedback, it was noted that both of the teachers agreed that books are of no use and the traditional method has proven to be insufficient. In classrooms they used textbooks, which contain exercises, dialogues and gap filling. Both teachers said that books give our students very limited vocabularies, which hindered them from expanding the ideas. Besides, they were weak in grammar and thus the students produced sentences, which were syntactically and semantically wrong and baseless. Teachers gave different opinions when it came to the area of using authentic materials. All teachers agreed that using videos, films and newspapers made their students practise the English language in real life. Both teachers stated that students' English was improved and gave them the ability to seek face to face interaction. They added that the students began to speak to each other in English and that they would do more than they had expected. Both teachers believed that using these materials involve students in real life, and the idea of carrying the designed program was interesting to both of the teachers since it increased students' exposure to English and



their speaking ability to a certain extent was improved effectively in language teaching.

Five students were interviewed to get feedbacks on the area of teaching. A set of questions was prepared as a base line during the interview (Appendix, p. 209). All of them agreed that books and handouts are insufficient to create a positive language teaching, they create for socially isolated learning, and that they depend on exercises only such as grammatical transformation, gap filling and repetition, they all said that watching films, and videos were proven to be active, these materials allowed us to real discourse, all students said that textbooks don't include incidental English. They added that watching many films helped them motivated and improved immensely in their speaking skills and they assured videos, films made them expose to the real language and gave them the chance to improve their English, one student said watching a film made him expose to real language life and raise his level in speaking, the materials also increased the students 'self confidence to speak freely, all students feel more comfortable.

Apparently, Arabic learners need helpful resources to raise their level to comprehend and to utilize many types of authentic materials, which give students the opportunity to experience the language as it is in the real world. Arab students and teachers will be able to interact when they come in contact with the different materials and activities in the various topics. Arab learners were affected by the use of authentic materials, which give them the ability to explore and these materials make them create valuable concepts benefitting from the exposure they had. Considering the finding obtained principally from the pre-test and post-test, the students had improved after having experienced English being taught through the use of authentic materials. The

students' competence in speaking in English showed to have changed for the better during the period of the language program, the result indicates that authentic materials make students practise the English language freely and confidently.

**4.3 Question 3: To what extent does the experimental group, who has been exposed to authentic materials, perform better in speaking and tense usage than the control group?**

Using authentic materials extensively did affect the Iraqi EFL secondary school students' tense usage in their speaking as it was proven that there was a great improvement in terms of their achievements. The use of authentic materials caused the students to explore, as was noticed during the class observation, the result indicates very strong evidence that the treatment group made a difference in the performance scores of those who were tested the data calculation and the results show that there was statistical difference between the two groups .To elaborate, the mean value achieved by the experimental group, it was 36.71 and for the control group it was 20.88. This shows that the effectiveness of the learner who had been exposed to the use of authentic materials in speaking and tense usage, the previous remarkable difference in the mean scores indicated that the students had a positive of the latest method of teaching English using authentic materials ,this method has been proven its effect when the teacher gave them the opportunity to use the verbs in the past simple and present simple tenses, while helping them to identify which referred to the past and which did not while they were watching the film. The teacher's aim was to be ready to achieve the lesson in ways that would support the ability. To carry out the designed program, the control group was taught with texts, copies or by doing the same daily and habitual activities, while semi-authentic videos were used with the

experimental group. These videos depicted the on-going life of the marsh people, which was very familiar to the Iraqi students in the experimental group. The interaction that results from the use of authentic materials, such as films and other such kind of materials, will be very effective for Iraqi EFL secondary school students in their speaking, while the traditional method itself has proven to be insufficient for improving their tense usage in their speaking from the perspective of the control group, to compare pre-test and post-test results for the control group. From the table, it can be deduced that the mean values for the pre-test and post-test are somewhat different, with the former at 1.432 and the latter at 1.4084.

To determine how the authentic materials affected the Iraqi EFL students' tense usage in their speaking, the materials were selected to express the collections of everyday life in a culture. Students of experimental group were exposed to many kinds of authentic materials for the use of verb tenses (designed plan p.174) students used kinds of these materials. The students' ability become improved and they are asked to talk to practise their English most of the time, the teacher would present a video clip about many topics to let students abreast to let students what is happening outside, these materials make students grounded in the reality of the language helping them to realize better understand the target language, the students of the experimental group performed better in speaking than those in the control group, the two groups were different in scores between the pre-test (0.0256) and post-test (1.4723) means of the speaking assessment for the experimental group. The result indicates that the outcome obtained from the post-test for the experimental group had a higher statistical significance than the outcome obtained from the pre-test. This shows an improvement

in the speaking and grammar performance of the group that had been taught tenses through the designed program.

**Table 4.1 Nonparametric Test of Pre-test and Post-test of Experimental Group**

	N	Mean	Std. Deviation	Minimum	Maximum
Pre-test	34	.0256	.00628	.02	.04
Post-test	34	1.4723	.42958	.47	2.38

Table 4.1 above shows a nonparametric test to compare the pre-test and post-test results for the experimental group. From the table, it can be deduced that the mean values for the pre-test and post-test are significantly different, with the former at .0256 and the latter at 1.4723.

**Table 4.2 Wilcoxon Signed-Rank Test of Experimental Group**

	Pre-test – Post-test
Z	-5.086 <sup>a</sup>
Asymptotic Sig. (2-tailed)	.000

Table 4.2 above shows the Wilcoxon Signed-Rank test for the experimental group. The result is different. Based on the table, the z value is -5.086 with a probability of .05 and the asymptotic significance (2-tailed) for the one-sided test is .000. Therefore, Hypothesis 1 is accepted ( $.000 < 0.05$ ). The students in the control group got a small difference (20.88) in their performance when traditional methods were used, when

textbooks and hand-outs were used. As the paired difference for the control group (20.88) was smaller than the paired difference for the experimental group (36.71), the outcomes show that the learners in the experimental group had achieved better than the control group, so the first alternative hypothesis can be accepted. The obvious result was due to the exposure to the authentic materials that presented the students with actual everyday language just it appeared. On completing the designed program, the students in the experimental group were motivated and improved immensely in their speaking skills since the use of authentic materials had exposed them to the real language and supported a more creative approach to teaching.

**Table 4.3 Mann-Whitney Test to Compare Post-Test Means of Control and Experimental Groups**

	<b>Group</b>	<b>N</b>	<b>Mean Rank</b>	<b>Sum of Ranks</b>
<b>Post-test</b>	Experimental	34	36.71	1248.00
	Control	25	20.88	522.00
	Total	59		

Table 4.3 above portrays the mean comparison between the control and experimental groups' post-tests. From the table, it can be seen that there is an extensive difference in the mean values for the two post-tests. To elaborate, the mean value obtained by the experimental group was 36.71 and for the control group it was 20.88.

**Table 4.4 Difference between Post-Tests of Control and Experimental Groups**

	<b>Post-test</b>
Mann-Whitney U	197.000
Wilcoxon W	522.000
Z	-3.500
Asymptotic Sig. (2-tailed)	.000

**Table 4.5 Nonparametric Test to Compare Pre-test and Post-test Results for  
Control Group**

	<b>N</b>	<b>Mean</b>	<b>Std. Deviation</b>	<b>Minimum</b>	<b>Maximum</b>
Pre-test	25	1.4032	.38496	.60	1.96
Post-test	25	1.4084	.56967	.72	2.48

Table 4.5 above shows a nonparametric test to compare pre-test and post-test results for the control group. From the table, it can be deduced that the mean values for the pre-test and post-test are somewhat different, with the former at 1.432 and the latter at 1.4084. The control group was taught using traditional method of teaching designed by the teachers of EFL at this school with text, copies, handouts or doing the same daily habitual activities, both groups were pre tested and post tested the traditional

method itself has proven insufficient for improving their tense usage for their speaking from the perspective of control group with pre test mean 1.432 and post test mean 1.4084 in which there is no significant difference between pre-test and post – test, while there is extensive improvement on speaking and significant difference between pre-test (0.0256) and post-test (1.4723) for the experimental group.

**Table 4.6 Wilcoxon Signed-Rank Test Group for Control Group**

	<b>Pre-test – Post-test</b>
Z	-2.302 <sup>a</sup>
Asymptotic Sig. (2-tailed)	.021
<i>a. Based on negative ranks.</i>	

Table 4.6 shows the Wilcoxon Signed-Rank test for the control group. The results obtained show that the two groups are different in scores. Based on the table, the z value is 2.302 with a probability of .05 and the asymptotic significance (2-tailed) for the one-sided test is .021. Therefore, the null hypothesis is rejected ( $.021 < 0.05$ ).

#### **4.4 Class Observation/Results**

The results from the observations showed that many students were interested in using authentic materials, such as films and videos, so that they could practice the language. When they were asked to repeat the idea of the film orally, it was observed that the students were using the authentic materials for the first time. Some students used dictionaries to consult the meanings when they encountered an unfamiliar word. Many of them attempted to think of the answers or what the other student would do next. Some of them put down notes when they watched the target language. Furthermore, translation between their first language and the second language was not

done. The teachers revealed the importance of the authentic materials. They emphasized that the students should try to get the general idea and be able to speak and practice the language. Additionally, the instructor informed the learners on what to think while they were watching the film because these texts expressed the collections of daily life and, they were for native speakers, and contained valuable culture.

The language was highly motivating for the students, particularly when it related to authentic texts that the learners were dealing with. The students in the experimental group could facilitate the tense usage in their speaking. Based on the outcome of the class performance in the tests. Apparently, in short, using authentic materials in the ESL classroom can be influential in the speaking ability of the ESL learners. Their usage made students expose to real language life and raise their levels in speaking. The materials also increased the students' self-confidence to speak freely and accurately, and to understand the target language spoken by the native speakers. Since their limited knowledge in English they avoided taking part in conversing in the English language, especially when they first arrived in Malaysia, but currently they feel more comfortable and confident in using the language. When they are confident in themselves and their language ability, they can seek face-to-face interactions outside the classroom. Additionally, the learners' ability in speaking showed improvement after they had exposed to the authentic materials in the ESL classroom. Nevertheless, the students' ability in speaking was shown clear in their ability to practise the language in an environment where English is predominantly used. Certain features of English spoken language such as accents and dialect, and formality make students face difficulty in understanding English expressions.



Class observation was to get information about the students' progress with speaking. The findings showed that the learners took part when the teacher was speaking in English and they sometimes took notes as they watched the film or TV. Furthermore, basically about the events they had seen. However, the student got the meaning of some words in a dictionary. Periodically, the learners answered many questions when they were asked certain about the materials.

#### **4.5 Summary of Findings Related to the Use of Authentic Materials**

From the outcomes of the class observation, it can be summarized that the ESL students paid attention when authentic materials were used. The students would normally ask the other person, who was sharing an idea about a film or video, to either repeat what was said or slow down.

Considering the findings obtained principally from the pre-test and post-test, the students had improved after having experienced English being taught through the use of authentic materials. The students' competence in speaking in English showed to have changed for the better during the period of the language program. The result indicates that authentic materials make students practise the English language freely and confidently. From the class observation, students improved in the speaking performance. Somehow, the application of authentic materials improved the ability of the students, where the analysis showed that the two groups were different in the mean values, the control group achieved smaller result when traditional methods were

used. Students of the experimental group had achieved better than the students of the control group. Therefore, ( $H_0$ ) can be rejected and ( $H_{01}$ ) the first alternative hypothesis can be accepted. Somehow, the application of authentic materials improved the grammar foundation of the students in the treatment group because of the effect of the authentic materials.

#### **4.6 Conclusion**

This study would indicate very strong evidence that the treatment group made a difference in the performance scores of those who were tested. The data calculation and the results show that there was a statistical difference between the two groups. To elaborate, the mean value achieved by the treatment group was 36.71 and for the control group it was 20.88. This shows that the effectiveness of the learners who had been exposed to the use of authentic material in grammar foundation. The next chapter discusses the main findings, gives recommendations for future research, and describes the implications for teaching.

## **CHAPTER FIVE**

### **SUMMARY, DISCUSSION AND CONCLUSION**

#### **5.0 Introduction**

This chapter summarizes the study, discusses the main findings, provides suggestions for future study, and also deals with the implications for teaching.

#### **5.1 Overview of the Study**

The study was aimed at determining the effect of using authentic materials on the speaking ability of Iraqi EFL learners in Malaysia, and the usage of English verb tenses. The research questions presented in this study were as follows:-

##### **A. In what ways do native Arabic speakers in Malaysia learn English as a foreign language?**

From the results of the interviews and class observations, it was noted that Arabic speakers in Malaysia practise different styles when learning English. The following part deals with the results connected to the research question regarding the ways that native Arabic speakers in Malaysia deal with English as a foreign language. The results were derived from varying data sources, interviews with students, and class observations. Students were asked about the English language in their country, most of the students said there is no use for the English language in their county and they were asked the place they practise English. They use English only in the school. They live with their families where their usage of English is limited. Some were asked if they use any skill when learning English.

From another perspective, only one student used some skills. These answers show the different styles which were used by the subjects in the study, every student used

different styles of learning, one preferred to listen to songs to memorize and learn English, another preferred speaking. Some students were asked which kinds of problem they encounter in terms of learning English. They all have problems in learning English language. Some students were asked if they learn better when they communicate with foreigners. Some said that there might not be any interaction between native and non- native speakers. Some said they benefitted from talking to Malaysians by memorizing the new words, some said they made guesses. They believed that more practice was needed to improve their weak style. Others said that it was enough to speak more and more. They all felt that they made some improvements in their English when they came to Malaysia. Although they all did not benefit in the same way, they said their improvements came via increasing their communication with Malaysians. Some said they could not understand the message easily. Some were asked how they understand the meaning of the new words. To understand the meaning of the sentence, some referred to the dictionary, and some said they would guess. Some were asked how to improve their weak skills. More practice is needed while the other believed that it was enough to speak more and more. They all felt that they gained some improvement in their English, but the benefits for all were not the same, they said their improvement came via increasing their vocabularies, while the other focused on structures of the sentence when they communicated with Malaysians.

Some prefer to listen to songs to memorize and learn English, others prefer speaking, where more practice is needed to improve their weak skills, while others believe that it is enough to speak more and more, but the interaction between native speakers and

non-native speakers may not be available, while some said they benefitted from talking to Malaysians. They would also memorize words through different styles of learning when they repeated the new words many times until they memorized them. For girls, since they live with their families, their use of the English language is limited to the school because according to Arabic and Islamic culture, girls are not allowed to travel alone to another country to study, unless someone in her family accompanies her. As such, it was difficult to find Arabic girls here.

**B. Research Question 2: How do Arab students and teachers perceive the use of authentic materials in the English language classroom?**

Arabic learners need helpful resources to raise their level to comprehend and to utilize many types of authentic materials which give students the opportunity to experience the language as it is in the real world. Arab students and teachers will be able to interact when they come in contact with the different materials and activities in the various topics. Arab learners were affected by the use of authentic materials which give them the ability to explore and these materials make them create valuable concepts benefitting from the exposure they had. Considering the finding obtained principally from the pre-test and post-test, the students had improved after having experienced English being taught through the use of authentic materials. The students' competence in speaking in English showed to have changed for the better during the period of the language program, the result indicates that authentic materials make students practise the English language freely and confidently.

The researcher also conducted an interview throughout the study, two English language teachers who taught in Iraqi School, Form Four and Form Five and five

students were interviewed to get their feedbacks on the area of teaching, both of the teachers took part in carrying the designed program, they are qualified and have more than ten years experience each. The questions asked are in (Appendix p.209). Based on the feedback, it was noted that of them agreed that books are of no use and the traditional method has proven to be insufficient, both teachers said that books give our students very limited of vocabularies, which hindered them from expanding the ideas. Besides, they were weak in grammar thus produce sentences, which were syntactically and semantically wrong and baseless. Teachers gave different opinions when it came to the area of using authentic materials. All teachers agreed that using videos, films and newspapers made their students practise the English language in real life, both teachers state that students' English was improved and give them the ability to seek face to face interaction. They added that the students began to speak to each other in English and that they would do more than they had expected. Both of them said using these materials involve students in real life, and the idea of carrying the designed program interest both of the teachers. They also said that increased exposure improved effectively in language teaching.

Five students were interviewed to get feedbacks on the area of teaching. A set of questions was prepared as a base line during the interview (Appendix, p.209). All of them agreed that books and handouts are insufficient to create a positive language teaching, they create for socially isolated learning, and that they depend on exercises only such as grammatical transformation, gap filling and repetition, they all said that watching films, and videos were proven to be active, these materials allowed us to real discourse, all students said that textbooks don't include incidental English. They added that watching many films helped them motivated and improved immensely in their speaking skills and they assured videos, films made them expose to the real

language and gave them the chance to improve their English. One student said watching a film made him expose to real language life and raise his level in speaking. The materials also increased the students' self confidence to speak freely, all students feel more comfortable.

The study chose the quasi-experimental design in terms of using the treatment group and a control group. The treatment group was taught using authentic materials while the control group was taught by the conventional method. The students in the treatment group were exposed to many kinds of authentic materials while the control group used textbooks, which were ineffective to induce better speaking. The teaching method used is largely traditional in nature. Iraqi students still depend on clear and readymade rules and repeated rules. The students all felt that they gained some improvement in their English when they were exposed to the use of authentic materials.

Many textbooks proved that they are insufficient to create a positive language teaching, they create for socially isolated learning, and they depend on exercises only such as grammatical transformation, gap filling and repetition. Teachers should be aware to help students to participate thoughtfully in a rich environment language teaching. The use of authentic materials is one the best process that create useful shift in educational teaching, and motivate higher level course.

So authentic materials were proven to be effective for implementation in the classroom where there was no significant difference between the pre-test and post-test speaking, it was left to be determined to what extent the experimental group, achieved better in speaking than the control group. As the students were allowed to real

discourses, such as videos of interviews with known people, where the other learners were told to listen for the gist of the interviews, they were able to learn more. The authentic materials made the students active and aware of many subjects outside the classroom, because of their intrinsic educational value. Besides that, the reading of texts is ideal for teaching or practising mini-skills, such as scanning.

In conclusion, authentic materials on the whole extensively impact the Iraqi secondary students' tense usage in their speaking. However, the traditional method itself can have a sufficient impact on the students' learning. Based on the results obtained throughout the analysis, it can be generally concluded that although the traditional method does improve the students' learning, but with the incorporation of authentic materials, the impact will be greater and more meaningful.

**C. Research Question 3: To what extent does the experimental group that has been exposed to authentic materials perform better in speaking than the control group?**

The extensive use of authentic materials did affect the Iraqi EFL secondary school students' tense usage in their speaking as it was proven that there was much improvement in terms of the students' achievements.

The lack of competence seems to be the result of lack of practice and exposure to authentic materials. These materials, when properly chosen, can develop tasks and become a platform between the foundation of grammar structures and their performance. The pre- tests and post-tests of the control group and experimental



group are different. As the paired difference in the mean score for the experimental group (36.71) was higher than that of the control group (28.88), so the students in the experimental group, who had been exposed to the use of authentic materials, had performed better than the control group. Furthermore, the previous remarkable difference in the mean scores indicated that the students had a positive view of the latest method of teaching English using authentic materials. These results showed that most of the students found these materials to be suitable for them. The students in the control group had neutral views related to the English language and the people who speak English, while the students in the experimental group had positive views toward the learning of English as a foreign language. Such views would affect and control their learning.

It was proven that the use of authentic materials made the students explore, as noted in the class observation when the teacher gave them the opportunity to use verbs in the past simple and present simple tenses, by helping them to identify which referred to the past and which did not while they were watching the film. The purpose of the teacher was to prepare them to achieve the lesson in ways that would promote acquisition. To determine how authentic materials affect Iraqi EFL students' tense usage in their speaking, these materials reflected the details of everyday life in a culture. Thus, students in the treatment group achieved better in speaking than the control group, the two groups were different in mean scores , the pre-test (0.026) and the post-test (1.472) of the speaking assessments for the experimental group. The result indicates an improvement in the speaking and grammar performance of the experimental group which had been taught tenses through exposure to authentic materials. To what extent has the use of authentic materials been effective for Iraqi

secondary school learners in their speaking? The results from the pre-test and post-test indicate that the use of authentic materials are effective for Arabic secondary school students' tense usage in their speaking as there was no significant difference between the pre-test and post-test speaking assessments for the control group. The Wilcoxon Signed-Rank Test was performed. From the results obtained, it could be seen that the results of the pre-test and post-test were significantly different, thus rejecting the null hypothesis. The students in the control group performed a small increase (20.88), but students of experimental group achieved better (36.71) in their grammar performance so the first alternative hypothesis can be accepted.

## **5.2. Difficulties of Iraqis in Learning English**

In order to determine whether the Iraqi EFL learners had difficulties in the English language, a mean analysis was conducted on all the items in the interviews. From the results obtained from the study, it can be noted that the level of the English language in Iraq is low, even after having studied English for six years, due to the teaching methods. Furthermore, their usage of English is limited and most of them strongly agreed that more practice was needed, while some said that the interaction between native speakers and non-native speakers may not take place. They memorized words through different styles of learning when they repeated the new words many times. The problems in learning English were classified into the following categories:

### **1- Problems related to misunderstanding the speaking process.**

Due to the teaching method and that interaction between native speakers may not take place, the student's memorized words through different styles of learning when they repeated the word many times.

**2-**Problems related to insufficient competence in English. The teaching method used is largely traditional in nature. Iraqi students still depend on clear and readymade rules and repeated rules. The students all felt that they gained some improvement in their English when they were exposed to the use of authentic materials.

**3-** Problems related to interference between Arabic and English. In analysing the problems from the data collection, the interviews and the analysis of the students' answers, it was revealed that some problems were related to pronunciation, grammatical and syntactical errors (Wahba, 1998, p. 36). The lack of competence seems to be the result of lack of practice and exposure to authentic materials. These materials, when properly chosen, can develop tasks and become a platform between the foundation of grammar structures and their performance. The pre- tests and post-tests of the control group and experimental group are different. As the paired difference in the mean score for the experimental group (36.71) was higher than that of the control group (28.88), so the students in the experimental group, who had been exposed to the use of authentic materials, had performed better than the control group. Furthermore, the previous remarkable difference in the mean scores indicated that the students had a positive view of the latest method of teaching English using authentic materials. These results showed that most of the students found these materials to be suitable for them. The students in the control group had neutral views related to the English language and the people who speak English, while the students in the experimental group had positive views toward the learning of English as a foreign language. Such views would affect and control their learning.

### **5.3 Authentic Materials and Tense Usage in Speaking**

Authentic materials are language materials that affect Iraqi EFL secondary students' tense usage in their speaking. The authentic materials were originally intended for native speakers and not second-language learners. These materials expressed the explanations of daily life in a culture as well as its social values. (Scarcella and Oxford, 1992) point out that authentic language is highly effective for students, particularly when it is related to the texts that students are regarding about and improves their ability in speaking. When properly utilized, these materials can facilitate many authentic texts and to supply students with direct access to cultural information and help students in their usage of the tenses in their speaking. For Widdowson (1998), authenticity should deal with an appropriate response on the part of the intentions and supplies the students with a wide range of knowledge about real life, which has to be conveyed through certain conversations. In an authentic discourse, there is an exchange of pieces of information, and it was initially hypothesized that the use of authentic materials will extensively affect tense usage of the Iraqi secondary school students in their speaking, in which there will be a significant difference between the pre-test and post-test speaking assessments for the experimental group. Again, the Wilcoxon Signed-Rank Test was performed to answer this research question. After the nonparametric test to compare the pre-test and post-test results for the experimental group had been carried out, it was proven that there was a significant difference between the pre-test (0.0256) and the post-test (1.4723).

#### **5.4 Authentic Materials Improved Speaking Performance**

The experimental group was taught using authentic materials achieved better in speaking than the control group, in which there was be a significant difference between post-tests of the control group and the experimental group. The Mann-

Whitney Test was formulated. The results indicated that there was indeed a great difference in mean values for the two post-tests. It was noted that:

**a** -The application of authentic materials in the ESL classroom supported the students' performance and increased self-confidence in speaking in the target language.

**B**–After using the authentic materials the speaking skills of the Iraqi EFL learners showed to have progressed, especially in the classroom.

**c**– The students tried to use new vocabularies to explain the language when they watched a film or any types of authentic materials.

**d** – The authentic materials gave them opportunities to practise the language outside the classroom.

**e** – The authentic texts in the classroom helped to motivate the students to expose themselves to the target language.

The results of this study showed a significant difference between the students' achievements in using the authentic materials and their tense usage in speaking. This result supports the hypothesis which says that there is a difference between the post-tests results of the control group and the experimental group that had been allowed to these materials. The result indicated that students in the experimental group were affected by the use of authentic materials. This and the previous results agree with the findings of Widdowson (1998) and Jordan (2003), which support the use of authentic materials.

## **5.5 Findings**

Based on the findings, it can be identified that the use of authentic materials is appropriate for Iraqi secondary school students' tense usage in their speaking. However, teachers may choose whether to use them or not because the traditional

method has proven to be insufficient for improving the tense usage of Iraqi EFL secondary school students in their speaking from the perspective of the control group. Authentic materials on the whole extensively impact the Iraqi secondary students' tense usage in their speaking. However, the traditional method itself can have a sufficient impact on the students' learning. Based on the results obtained throughout the analysis, it can be generally concluded that although the traditional method does improve the students' learning, but with the incorporation of authentic materials, the impact will be greater and more meaningful.

The result obtained for the third research question has determined that authentic materials do affect Iraqi secondary students' tense usage in their speaking as it proved that there was an extensive improvement in terms of the students' achievements. The students from the experimental group stated that they should focus on the teaching of English when they communicate in English, like paying attention when someone is speaking English and trying to perform well. When the recent method was used, where they watched many films in English, they tried not to translate word for word, and their English improved when it was taught using authentic materials. This proved that authentic materials are appropriate for implementation in classrooms. However, they were not sure whether they would like to be able to speak in English in a native speaker's accent and enjoy the company of people who speak English.

Finally, it was to be determined to what extent the experimental group, achieved better in speaking than the control group. As the students were allowed to real discourses, such as videos of interviews with known people, where the other learners were told to listen for the gist of the interviews, they were able to learn more. The authentic materials made the students active and aware of many subjects outside the

classroom, because of their intrinsic educational value. Besides that, the reading of texts is ideal for teaching or practising mini-skills, such as scanning.

In conclusion, authentic materials on the whole extensively impact the Iraqi secondary students' tense usage in their speaking. However, the traditional method itself can have a sufficient impact on the students' learning. Based on the results obtained throughout the analysis, it can be generally concluded that although the traditional method does improve the students' learning, but with the incorporation of authentic materials, the impact will be greater and more meaningful.

### **5.6 The Effects of Authentic Materials on Tense Usage**

At the beginning, the students had some difficulties in expressing or find the words because of their unfamiliarity with the language, since their teachers used traditional methods in their teaching. A new stage in a language begins properly after exposure to the target language.

Nevertheless, the students gradually developed their language skills, especially in the tense usage, when they had opportunities to experience the language after having used the authentic materials. These materials gave them the ability to communicate outside the classroom, where the language that happened, is generally changed as being different inside the classroom. Many students encounter a problem that is significant difference from understanding the classroom talk to understanding the naturally spoken language. Learners also face that native speakers speak too fast, it is difficult for them to understand what is being said, and easier for them to deal with the language if it is spoken slowly.

## 5.7 Strengths of the Study

The use of authentic materials allowed students to create valuable concepts, benefiting from the exposure they had. These materials also prepare the Iraqi EFL learners to use the second language for real life communication since these materials expose students to a variety of native-like speech. After completing the course, Iraqi learners gained much improvement in the English language. They were provided these opportunities by the use of authentic materials in the classroom and they became abreast to apply them.

Many textbooks proved that they are insufficient to create a positive language teaching, they create for socially isolated learning, and they depend on exercises only such as grammatical transformation, gap filling and repetition. Teachers should be aware to help students to participate thoughtfully in a rich environment language teaching. The use of authentic materials is one the best process that create useful shift in educational teaching, and motivate higher level course. There is a kind of fear that beginners will panic to face them, it is unnecessary fear since these materials help stimulating and rewarding. This is exciting to teachers and thus they should be willing to apply these materials in their settings, students are allowed to real discourses, as in videos of interviews with famous people where intermediate students are asked to listen for the gist of the interview. Christensen (1998) states that authentic texts make students aware about what is happening outside the classroom, so they are valuable and, and they have rich contents and an intrinsic educational value.

Textbooks often do not include incidental or improper English. They can produce a sense of achievement, e.g. a brochure on England given to students to plan a four-day visit. The same piece of material can be used under different circumstances if the task



is different, and the language is reflected in the materials so that students and teachers can keep abreast of such changes. The teacher can have students practise some of the micro skills mentioned by Richards (2001), e.g. students are asked to identify the names of countries, famous people, etc. (ability to detect key words). Books, articles, newspapers and so on contain a wide variety of text types and language styles not easily found in conventional teaching materials. So these can encourage reading for pleasure because they are likely to have topics of interest for the students, especially if they are given the chance to have a say about the topics or kinds of authentic materials to be used. Therefore, this study shows the importance of exposure to the language behind the students' improvement in speaking and that the use of authentic materials plays an important part in improving and developing the learner's communicative ability. During the program, it was noticed that the effect of authentic materials led to a greater emphasis on learning to communicate through interaction by using the target language.

### **5.8 Limitations of the Study**

The classroom preparation for this is that authentic materials should be implemented in second language classroom despite the fact that the Iraqi students are living in a country where English is widely used. It was noticed that the students in the Iraqi school appeared to have improved, especially in the classroom setting, after they had been exposed to the use of authentic materials when they watched films or any types of authentic materials. It was also noticed that the materials helped to increase the students' confidence in speaking the language. Most of the students were able to practise the language skills in the place where they experienced the target language. Teacher should talk in normal method to help the students. Many students mentioned

that using films or audiotapes in the target language did not introduce them to the real language. They would be missing out on the cultural interaction with the native speakers and the non-verbal cues such as gestures and facial expressions.

### **5.9 Future Research**

The outcomes and conclusion of the study, some tentative suggestions can be made. Most of the suggestions deal with the teaching methodology and classroom language activities towards the learning of English. These recommendations are presented in relation to their implications for the teaching of English in Iraqi public secondary schools. Training courses should be aimed at preparing Iraqi teachers to have thoughtful knowledge of authentic materials. Teachers' training courses should be done make a balance in linguistic competence on speaking. Therefore, it is the task of the relevant authorities, namely the Ministry of Education, to issue recommendations on ways to upgrade the standard of ELF and ESL in the classrooms of Iraqi public schools. This can be achieved, on the one hand, by including more relevant topics in the current syllabus. On the other hand, it is the task of Iraqi teachers to introduce those materials to learners.

### **5.10 Conclusion**

The applications of using authentic materials in the classroom have been discussed with students who have benefitted from the exposure to the real language being used in a real context. These materials are highly motivating and very effective for learners. Using them make students enable to practise the language properly. When they are understood, they encourage for further speaking. They also reflect the changes outside the classroom in the real language. They are also very versatile as they can be used for diverse skills and can be used many times as well as be updated.

Any authentic text should develop the language; the internet is effective to be used, with its large amount of different materials being usefully accessible. Here, some reasons for this positive impact will be highlighted. Firstly, it was apparent that throughout the use of the authentic materials in the classroom activities, the learners in the sample enjoyed expressing and exchanging their ideas and opinions in English with their classmates and the teacher due to the enjoyable nature of these activities. Secondly, the learners seemed to realize that they could perform better in English than they had expected to. Thirdly, they were able to get to know their classmates and teacher through these activities. Fourthly, they were able to appreciate, not only the learning of English, but also themselves as thinking individuals. Using authentic materials in the classroom make students apply controlled language learning environment. The role of the teacher is very effective to prepare the students by providing them with linguistic points and wide range of awareness and the necessary skills to understand how the language is actually used. Having made a distinction between authentic and non-authentic materials and evaluated the use of them in the classroom, when a teacher uses different authentic materials, the students will be responsive because they are not accustomed to these kinds of activities. It was noticed that for the first time the students made some progress when they practised the language as it is in the real world. The Iraqi EFL learners became more confident and very eager when they watched the film and other instruments of authentic materials. There was a correlation between mastering tenses and the ability to speak and to communicate, and all the lessons focused on the use of verbs and verb tenses, and the students' progress was due to the effect of the types of authentic materials used. The mean scores of the experimental group revealed that their English appeared to have improved.

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