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Teachers' and Students'Attitudes towards Using Authentic

Materials in Learning Vocabulary

A Case Study of Second Year Students of English at Mohammed

Seddik Ben Yahia University-Jijel

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Teachers' and Students' Attitudes towards using Authentic Materials in learning

Vocabulary

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ملخص

تحاول ه ذ ه الأ طروحة تسليط الضوء على آراء و معتقدات المعلمين و الاهم من د لك الطلاب اتجاه فعالية استخدام مواد اصلية في تعزيز المفردات. افترض هذا البحث انه إذا المعلمون استخدموا مواد أصلية في تدريس اللغة الانجليزية ، فسوف تعزز مفردات المتعلمين و تحفزهم على خلق بيئة إيجابية . و تتكون هذه الأطروحة من جزئين رئيسيين ، لجانب النظري من الدراسة و يشمل فصلا واحدا يتناول أهمية المفردات و لمحة تاريخية عن استعمال مواد أصلية في تدريس اللغات ، و قد خصص الجزء الثاني للجانب العملي للدراسة من الدراسة ، في هذا الجزء أشرنا الى شكل من اشكال العمل الميداني ، ولتحقيق هدا قمنا باستعمال اثنين من ادوات البحث ، استبيان لستين طالبا ، ومقابلة مع ثلاثة مدرسين ،ثم توزيع الاستبيان على عينة من طلاب السنة الثانية قسم اللغة الانجليزية في جامعة جيجل. هذا الاخير يهدف الى معرفة آراء الطلبة استخدام المواد الأصلية في تعلم المفردات ، كما سعت المقابلة للحصول على مزيد من الفهم حول الموضوع .و قد كانت النتائج إيجابية إذ أن غالبية الطلاب أعطوا آراء إيجابية حول تعلم المفردات من خلال استعمال المواد الأصلية.

Résumé

La présente thèse tente de porter la lumière sur les deux enseignants, et plus particulièrement, les étudiants de croyances et attitudes à l'égard de l'efficacité de l'utilisation de matériaux authentiques dans l'amélioration de vocabulaire. Cette recherche fait l'hypothèse que si les enseignants utilisent les matériaux authentiques dans l'enseignement de l'anglais, ils vont renforcer le vocabulaire de leurs apprenants et les motiver à créer un environnement positif. Le présent document se compose de deux parties principales; La première consiste l'aspect théorique de l'étude, qui comprend un chapitre où nous fournissons l'importance du vocabulaire et un aperçu historique des matériaux authentiques. La deuxième partie est consacrée à l'aspect pratique de l'étude; dans cette partie nous avons mis la théorie en pratique dans une forme du travail sur le terrain. Pour atteindre cet objectif; deux outils de recherche ont été effectués. D'une part, un questionnaire à 6O étudiants, et d'autre part, un entretien avec trois enseignants. Le questionnaire a été distribué à un échantillon de deuxième année LMD au département d'anglais à l'Université de Jijel, il vise à découvrir les attitudes des élèves vers l'utilisation de matériaux authentiques dans le vocabulaire d'apprentissage. L'entrevue a but de chercher à acquérir une meilleure compréhension du sujet. Les résultats se sont avérés positifs dans le sens où la majorité des informateurs tenu des attitudes positives envers l'apprentissage du vocabulaire à travers des matériaux authentiques.

Abstract

The present dissertation attempted to shed light on both teachers' and, more importantly, students' beliefs and attitudes towards the effectiveness of using authentic materials in enhancing vocabulary. This research hypothesized that if teachers use authentic materials. In teaching English, they will strengthen their learners' vocabulary and motivate them to create a positive environment. The present paper consisted of two main parts; the theoretical aspect of the study which includes one chapter where we discussed the importance of vocabulary and provided a historical overview of the authentic materials. While, the second part was devoted to the practical aspect of the study; in this part we put the theory into practice in a form of fieldwork. To achieve this; a questionnaire and an interview were used. The questionnaire was distributed to a sample of 60 second year LMD students at the department of English in Jijel University. It aimed at finding out students' attitudes towards using authentic materials in learning vocabulary. The interview was conducted with three teachers and aimed at exploring teachers'views towards using authentic materials in teaching vocabulary. The results proved to be positive in the sense that the majority of the informants held positive attitudes towards learning vocabulary through authentic materials.

Dedications

In The Name of God, Most Gracious, Most Merciful

All The Praise Is Due To God Alone, The Sustainer Of The Entire World.

I dedicate this modest work:

to the only person, with the exception of God, nothing is more important, to the dearest person to my heart and the light of my eyes, to you **Mom.** Your warmth and encouragements gave me the courage I needed to keep going when times were really hard, thank you **"Mom"** for your endless love, and constant prayers;

to my dear Father, without him I would not be who I am;

to my precious sisters **Widad, Linda, Mounira, and Hala,** who never stop helping me;

to the roses of mu life, my brohers **"Mohammed, Omar, Walid, and Amar";**

to my wonderful nephews "**Asma, Islam and Amina"**

Moufida DJEGHRI

to my father's living memory I wish you were with me, I really missed you.

May your soul rest in peace "people do not die when they are buried out but they die when they are forgotten";

to my dear mother, I ask ALLAH to make you happy, make you smile, guide you safely evey mile;

to my only adorable brother **Abdraouf;**

I dedicate this work. **Samah LABIAD**

List of abbreviations and Symbols

% Percentage

ALM: Audio-Lingual Method

CLT: Communicative Language Teaching

CTL: Contextualized Teaching and Learning

ICT: Information and Communicative Teaching

GTM: Grammar Translation Method

LLSs: Language Learning Strategies

LTM: Long-Term Memory

SLR: Second Language Research

EFL: English as Foreign Language

STS: Short -Term Store

VLSs: Vocabulary Learning Strategies

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1. Significance of the Study

This study attempts to elicit teachers' and students' beliefs and attitudes towards using authentic materials in learning vocabulary. Its significance stems from the following considerations:

1. Previous studies have proved the usefulness of integrating authentic materials in second language learning. However, few studies have provided insights into students' attitudes towards using authentic material in learning vocabulary. In addition, there is a need to elicit teachers' beliefs towards using authentic material in class. Therefore, the present study is significant because of the importance of (a) the students'willingness to interact with authentic materials, and (b) the teachers' role in teaching vocabulary through authentic materials.

2. The current study would assist curriculum developers in designing appropriate syllabi to English as foreign language, particularly the teaching of vocabulary.

3. Information from the current study concerning EFL students' and teachers' attitudes towards using authentic input would be of value for educationalists seeking to determine more beneficial materials for the teaching and the learning of English.

2. Statement of the Problem

Teaching vocabulary to students who are learning a second∕foreign language is one of the most important parts of the language teaching process because vocabulary is very crucial for acquiring knowledge. Moreover, without an adequate number of words, language learners will not be able to comprehend or use that language. However, vocabulary learning is

claimed to be more complex and less straight forword and there is gap between classroom knowledge and the real world events since the materials being used contain artificial vocabulary. Hence, using authentic materials, as argued by many researchers, may help learners increase and strengthen their foreign language vocabulary, and would help them to achieve better results.

3. Aim of the Study

This study aims at eleciting the attitudes of students and teachers of English at Mohamed Sedik Ben Yahiya University towards using those authentic materials in learning vocabulary.

4. Research Questions

The piece of research in hand, attempts to answer the following questions:

1. What are EFL students' attitudes towards using authentic materials in learning vocabulary?

2. What are EFL teacher's attitudes towards using authentic materials in teaching vocabulary?

3. Is there any significant difference between teachers' and students' attitudes towards learning vocabulary through authentic materials?

4. To what extent does the use of authentic materials improve second year LMD students' vocabulary acquisition?

4. Hypothesis

On the basis of the above asked questions, the following hypothesis is put forward.

-If teachers use authentic materials in teaching English. Then, they will stenghten their learners' vocabulary knowledge.

5. Tools of Research

In order to investigate teachers and students attitudes towards using authentic materials in learning vocabulary, two research tools are used a questionnaire and an interview.The questionnaire is directed to second year LMD students in the department of English. It aims at gathering informations about their attitudes towards authentic materials and at investigating to what extent they benefit from the use of these materials in learning vocabulary. The interview is conducted with three teachers of English in order to know whether they use authentic materials in their teaching, and whether they consider using authentic materials an effective way to develop students'vocabulary.

6. Structure of the Study

The present study is composed of two chapters. The first chapter, in two sections, mirrors a theoretical frame work. The first section is devoted exclusively to handing the matter of vocabulary learning. The second section, deals with an overview of the use of authentic material in foreign language learning. The second chapter, on the other hand, is concerned with the practical side of the study. It deals with analysis and interpretation of both students' questionnaire and teacher' interview.

<div align="center">**Section One: Vocabulary Learning**</div>

Introduction

In the field of foreign language teaching, vocabulary learning is considered as an integral and fundamental area of language teaching and learning. Without a sufficient vocabulary one can not communicate effectively or express his ideas in both oral and written forms. Therefore, the present chapter entitled vocabulary learning provides an overview of the history of vocabulary, vocabulary definition, and description. It sheds light on the distinction between receptive and productive vocabulary, it also examines techniques of vocabulary presentation, vocabulary learning strategies, and vocabulary and memory.

1.1. The History of Vocabulary Learning

In the past, vocabulary teaching and learning was given little priority in foreign language programs. According to Carter and Maccarthy (1988), vocabulary was considered as a "neglected aspect" in the process of language instruction (p.1). Workman (1993, p.23) commented on vocabulary teaching and learning during the 1950-1970's saying: "during the periods (the 50-70's), teaching of vocabulary was seen as the teaching of grammatical patterns (Skeleton). To which vocabulary (the flesh) could be attached as necessary. The vocabulary was subordinate to grammar". In addition, Richards (1976) stated that Second Language Researchers (SLR) considered syntax and morphology as a more important aspect of language (p. 77). Nation also claimed that teachers used to argue that it was difficult for them to predict what vocabulary students would need. Similarly, Zimmerman (1997) defended that teachers used to think that if they gave over attention to vocabulary, learners would have the impression that learning a language was just accumulation of words (p. 121).

Furthermore, Richards and Renandya (2002, p. 255) argued that traditionally vocabulary was often left to look after itself, and it received only incidental attention in many textbooks and language programms. Thus the course curriculum was often about specific aspects of teaching such as reading, speaking, and little importance was given to the role of vocabulary.

In the late 20th century, vocabulary gained more importance. According to Scholfield (2003, p. 1), interest in vocabulary was mainly associated with communicative approach, since vocabulary is essential for communication. Moreover, the status of vocabulary has been considerably enhanced in the language classroom.

1.2. Vocabulary Definition

It would be impossible to learn a language without learning its vocabulary-its words. Harmer (1991, p. 153) stated that if language structures make up the skeleton of language, it is vocabulary that provides the vital organ and the flesh. Therefore, the use of grammatical structures does not have any potential for expressing meaning unless words are used. "Without grammar very little can be conveyed, without vocabulary nothing can be conveyed". This is how the British linguist David Wilkins (1972, p. 111) summed up the importance of vocabulary. The term vocabulary is interchangeably used with the term 'lexis'; a technical term used in the linguistic study of this aspect of language. Vocabulary is defined differently by many authors. Ur (1991) asserted that 'vocabularies are the words we teach in the foreign language' (p. 60).

Furthermore, in an attempt to provide an understanding of the term, Nation (2000, p. 251) argued that vocabulary learning is not an all –or nothing piece of learning for any paticular word. Instead, it is a gradual process of one meeting with a word to or strengthning the small amounts of knowlege gained from previous meeting.

1.3. Vocabulary Description

In order to describe and study vocabularly in a convenient way, we have recourse to lexicography and lexicology; two branches of linguistics that are concerned with the study of vocabulary and its different forms and uses.

1.3.1. Lexicography

It was defined by Jackson and Zé Amvela (2000, p. 2) as a special technique of writing dictionaries. It is in other words, the act of making the inventory of words of a language and gathering it, composing a book called dictionary.

1.3.2. Lexicology

According to Jackson and Zé Amvela (2000, p. 2), lexicology is the study of lexis, understood as the stock of words in a given language. This definition shows that the notion of word is central in the study of lexicology. In addition, lexicology deals not only with simple words in all their aspects, but also with complex and compound words, and it relies on information derived from morphology, the study of forms of words and their component, semantics, and of their meanings. It is concerned with how words are classified, formed and their different meanings.

1.3.3. Word Meanings

The learner could be confused when encountering words that have different meanings. So, learners should know some lexical items.

● **Synonyms**

The term synonym is derived from Greek, and its two parts (syn and nymy) mean same and name. It deals with sameness of meaning, or alternatively the same meaning being

expressed by more than one word. Thornbury (2002, p. 9) states that synonyms are "words share a similar meaning". For example, jail, and prison are synonyms also, old, ancient, and antique are synonyms in that they share the common meaning of not young /new.

● **Antonyms**

The term antonym like synonyms is derived from Greek, and its two parts (ant and nymy) meam opposit and name. It deals with oppositness of meaning. According to Thornbury (2002, p. 2), an atonym is a word that means the opposit of the word to which it is compared. A couple of obvious examples of antonym paire are happy and sad, few and a lot of.

● **Hyponyms**

This term is derived from Greek, and its two parts hyp and nymy mean under and a name. It refers to hierarchical relationship between meaning of lexeme is included under the meaning of another lexeme. Thornbury (2002, p. 9) added ''a hypoym is kind of realtionship '' as it is the case of the word harmmer which is a kind of tool. Thus, harmmer is a hyponym to tool, also the second items in each pair is a subordinate term. Hyponym is a kind of meaning inclusion; the meaning of second subordinate term is felt to include in the meaning of hyponym.

● **Homonyms**

According to Thornbury (2002), 'hymonyms are words that share the same form but have unrelated meaning (p. 8). There are words which have the same sounds but different in their spelling. These words are called homophones (literarlly "the same sound"). Such as meet and meat. When different words are pronounced the same but they have different meanings, learners may fail to understand them.

1.3.4. Word Classes

Words classes are also known as parts of speech. The English language is classified in eight major different categories: Nouns, verbs, adjectives, adverbs, pronouns, prepositions, determiners, and conjunctions. According to Thornbury (2000, pp. 3-4),

A noun is a word that refers to a person, an animal, a place, a thing or activity.

A verb is a word that expresses an action, or a state.

An adjective is a word that describes a noun. It occurs next to a noun.

An adverb is a word that describes a verb.

A pronoun is a word that can be used instead of a noun. He (Ahmed) worked hard.

A preposition is a word used to show:

Location: Student is playing in the staduim.

Time: The film will begin at 5 p. m.

Prepositions are always used before a noun, and a noun phrase.

A determiner is a word that qualifies a noun. It can be an article, a demonstrative adjective, (that, this), possesive adjective (my, your).

A conjunction is a word that combines sentences. There are two types of conjunctions; coordinating conjunctions and subordinating conjunctions.

1.3.5. Words difficulties

Learners usually think that new words are difficult to handle and their difficulty hinders the learning process. According to Nuttal (1982, pp. 76-79), there are several factors that make words difficult to undersand. She grouped this kind of difficulty in four kinds.

Idioms: They are composed of certain number of words whose meaning is not deduced from individual words but from the whole group of words. So, students have to be trained in the use of this kind of words.

Transfer of meaning: Sometimes, metaphors, and other kinds of transferred meaning cause serious problems for understanding words meaning. The reason for this is that these words do not mean what they seem means. For example, metaphors have always a hidden meaning.

Words with several meanings: Many words in English have more than one meaning, and the writer uses a specific word for a particular meaning which is not usual meaning of the ordinary reader.

Sub- technical words: Some words have specific technical meanings related to a particular field of science which again makes them difficult for students.

1.4. Vocabulary in the Major Teaching Methods

There have been various directions in foreign language teaching from grammar translation method, direct method, audio- lingual method, to communicative language teaching. Each of these methods has its own view on how a language is to be taught and has treated the question of vocabulary learning according to its principles.

1.4.1. Grammar Translation Method

Grammar Translation Method (GTM), an extention of the method used to teach classical languages, it dominated foreign language teaching from the 1840's to the 1950's. The fundamental goal of learning in this method is to be able to read its literature. In order to do so, students are expected to learn grammar rules and vocabulary of the target language using bilingual word lists, and a typical exrecise is to translate lexical itemes or sentences from the target language into their mother tongue or vice versa (Richards & Rodgers, 2001, p. 5).

1.4.2. Direct Method

By the end of nineteeth century, the direct method emerged. In this method, the learners are expected to immitate and practice the target language until they become fluent speakers. It is supposed that vocabulary can be acquired naturally though interaction (Richares & Rodgers, 2001, p. 11). Therefore, vocabulary is presented in context and is graded from simple to complex. In addition vocabulary is emphazised over grammar. According to Zimmerman (1997) (as cited in Schmitt, 2000, p. 12), concretes vocabulary are taught through pictures, objects, and physical demonstration. Abstract words are taught through grouping words according to a topic or through association of ideas.

1.4.3. Audio- Lingual Method

The Audio-Lingual Method (ALM) which dominated the United States during the 1940's, 1950's and the 1960's is known as an ''Army method''for training the American Soliders in foreign languages. Richards and Rodgers (2001, p. 56) claimed that ALM was most influenced by behaviourist's theory. The new grammatical points and vocabulary are presented through dialogues. The major objectives of language teaching are to acquire the grammatical phonological structures of a language. Thus; according to Zimmerman (1997),

vocabulary learning is kept minimun and new words are selected according to their simplicity and familiarity (as cited in Schmitt, 2000, p. 13).

1.4.4. Communicative Language Teaching

The method which has dominated the last several decades of this century is the Communicative Language Teaching (CLT). It emphazises fluency over accuracy, and the major goals of CLT is to enable language learners to communicate effectively. According to Decarrio (2001), vocabulary has not been a primary concern of CLT and was given a secondary status, taught mainly as a support for functional language use (p. 729).

1.5. Receptive and Productive Vocabulary

A distinction is made between receptive and productive vocabulary. Gairns and Redman (1986, pp. 64-65) defined receptive vocabulary as "a language items which can only be recognized and comprehended in the context of reading and listening materials", and productive vocabulary are "language items which the learner can recall and use appropriately in speech and writing". According to Nation (2000, p. 37), "receptive carries the idea that we receive language input from others through listening and try to comprehend it" and "productive carries the idea that we produce language forms by speaking and writing to convey messages to others". This means that receptive vocabulary requires perceiving the word form while listening or reading and trying to retrieve its meaning. Productive vocabulary use includes the expression of meaning through speaking or writing and retrieving, producing the appropriate spoken or written words forms (Nation, 2000, p. 38).

Essentially, the term passive (for listening and reading) and active (for speaking and writing) are sometimes used as synonyms for receptive and productive vocabulary.

1.6. Implicit / Explicit vs. Incidental/ Intentional Vocabulary learning

Vocabulary can be learned intentioally or incidentally. Intentional learning results from a planned activity intended by the teacher or students. Incidental learning is the product of doing or learning something else; it happens without any preparation or intention on the part of the learner. Ellis (1994, p.1) defined the concept of implicit learning as the "acquisition of knowlege about the underlying structure of a complex stimulus enviroment by a process which takes place naturally, simply and without conscious operations". Whereas explicit or intentional learning is a more "conscious operation where the individual makes and tests hypoyhesis in a search structures" (Gass & Selinker, 2008, p. 243). A number of principles for the explicit teaching have been suggested such as building a large slight of vocabulary, and integrating new words with old ones. For implicit / intentional learning, learning involves attention to the stimulus but does not involve other conscious operations. It is strongly affected by repetition.

Ellis (1994, p. 212) argued that formal recognition and production rely on implicit learning. Nagy and Herman (1985) added that incidental learning of words during reading may be the easiest and most powerful means of promoting large scale vocabulary growth. (As cited in Hustijin, 2001, p. 271).

1.7. The Importance of Vocabulary

Generally, it is acknowleged that learning vocabulary is very important process, and no one can communicate in any meaningful way without vocabulary. Also, it is widely accepted that it is the heart of language learning. Without a sufficient vocabulary, one cannot express ideas effectively (Cunniugham & Stanovich, 1997, p. 935). Many Scholars argued that vocabulary is a key to language learning. Stoel (2005) stated that vocabulary is a must for learning as without vocabulary one can not transfer words into sentences (as cited in

Kitcharn, n. d, p. 178). Aditionally, the report of National Reading Panel (2002) (as cited in Kitcharn, n. d, p. 178) concluded: "the importance of vocabulary has long been recognized in the development of reading skills". Teachers' experience shows that the single, biggest component of any language course is vocabulary (MacCarthy, 1990, p. 228). On his part, Lewis (1993) asserted that most students learning a foreign language have agreed that the most important part of learning a foreign language is vocabulary, knowing a lot of words help them learn and understand English better. He added that learners feel that many of their difficulties, in both receptive and productive language use, result from the lack of vocabulary knowledge (as cited in Kitchakan, n.d, p. 178). Also, Waring (2002) mentioned that foreign language learners need about 3000-5000 words families to be quite competent in speaking and listening ,and vocabulary should be part of the syllabus to understand the foreign language (as cited in Kitchakarn, n.d, p. 178).

1.8. Techniques of Vocabulary Presentation

According to Gairns and Redman (1986, p. 75), There are various techniques of vocabulary presentation among them:

1.8.1. Visual techniques

These include flash cards, photographs, blackboards, drawings, wallcharts, and relia. They are extensively used for conveying meaning, and they are useful for teaching concrete items of vocabulary such as furniture, and certain areas of vocabulary such as places, professions, descriptions of actions and activities. Visual techniques often permit to practice activities involving student's interaction. For example, a set of pictures illustrating sport activities could be used as a means of presenting items such as skiing, sailing, etc.

1.8.2. Mime and Gesture

These are often used to supplement other ways of conveying meaning. When teaching item a teacher might build a situation to illustrate it, making use of blackboard and gestures to reinforce the concept. In other words, mime technique suggests the word's form or meaning without its actual articulation.

1.8.3. Verbal Techniques

1.8.3.1. Use of illustrative situations (oral or written)

This is most helpful when items become more abstract. To ensure that students understand, teachers often make use of more than one situation or context to check that learners have grasped the meaning of the concept.

1.8.3.2. Use of synonymy and Definition

Teachers often used synonyms with low level students, where they comprise and restrict the length and complexity of their explanation. Definition alone is often inadequate as a means of conveying meaning and clearly contextualized examples are generally required to clarify the meaning of the items.

1.8.3.3. Contrasts and Opposites

As with synonymy, this is a technique which students themselves use, often asking what the opposit of…is. A new item like "sour" is illustrated by contrasting it with sweet.

1.8.3.4. Translation

According to Gairns and Redman (1986, p. 75), "translation may be legitimate for items possessing a clear mother- tongue equivalent, but should be otherwise avoided". It is very

helpful, since it enables teachers to save time that might be spent on a largely unsuccessful explanation.

1.9. Vocabulary Learning Strategies

One of the most important challenges that learners face during the process of learning a foreign language is acquiring new vocabulary. Insufficient vocabulary can lead to difficulties in foreign language learning. Therefore, students need to be informed of various vocabulary learning strategies (VLSs). VLSs are part of language learning strategies (LLSs). Cohen (1998, p. 4) defined language learning strategies as the process that the learner consciously selects in order to enhance both learning and use of the foreign languages. Similarly, Chamot (1987) pointed out that "learning strategies are techniques, approaches or deliberate actions that students take in order to facilitate the learning and recall both linguistic and content area information"(p.52).

Vocabulary learning strategies have been defined differently by many authers. Sokmen (1997, p. 237) stated that VLSs are actions that learners take to help themselves to understand and remember vocabulary. VLS help students to overcome the problems they face when learning unfamiliar words. Catalan (2003) added ''VLSs are knowlege about the mechanism (process, strategies) used in order to learn vocabulary as well as steps or actions taken by students'' (p. 56).

Examples of Vocabulary Learning Strategies

Many researchers have classified Vocabulary Learnig Strategies (VLS) differently. Schmitt (2000, p. 135) provided a list of VLSs divided into two major groups: discovery strategies and consolidation strategies. Determination strategies are composed of both dermination strategies and social strategies. On the other hand, consolidation strategies are

composed of social strategies, memory strategies, cognitive strategies, and meta- cognitive strategies.

Discovery strategies are useful for the initial discovery of a word's meaning (Schmitt, 2000, p. 135). Learners use these strategies without recourse to another person's expertise through guessing from structural knowlege of language, guessing from context, or using reference materials.

Consolidation strategies are useful for remembering a word once it was introduced (Schmitt, 2000, p. 135). There are four categories of consolidation strategies: social strategies, memory strategies, cognitive strategies, and meta- cognitive strategies.

Social strategies are these strategies which used interaction with other people to improve language learning. Students can ask teachers or classmates for information about new words, and they can answer in a number of ways.

Memory strategies: traditionally known a "mnemonicis" relating the word to be retained with some previously learned knowlege (Schmitt, 2000, p. 135). They generally involve the kind of elaborative mental processing that facilitates long- term retention. In addition, they usually involve relating the word to some previous knowlege, for example, using unrelated words or grouping the words according to some categories such as synonymy.

Cognitive strategies: they are similar to memory strategies, but do not focus on manipulating mental processing; they include repetition and using mechanical means to study vocabulary; including word lists, and taking notes. These strategies make the language learner able to manipulate the language materials in a direct way.

Meta- cognitive Strategies are those used by students to control and evaluate their own learning by having an overview of the learning process in general (Schmitt, 2000, p. 216).

These strategies involve making decision about planning, monitoring, or evaluating the best way to study. He also mentioned that effective meta- cognitive strategies are getting maximun exposure to L2 through reading books, watching movies.

1.10. Vocabulary and Memory

A great deal has been written about the role of memory in the development of second language lexicon, and the technique of memorization receives generous treatment compared with its use in other aspects of second language development such as the acquisition of syntax and morphology . Thornbury (2002, p. 23) stated that learning is remembering, vocabulary knowlege is largely a question of accumulating individual items. In addition, a research in memory suggested that memory has an immediate practical value in vocabulary acquisition and the learners do not only need to learn a lot of words, but also to remember them.

Short –Term Memory

It is also known as the Short-Term Store (STS). According to Thornbury (2002), the short – term memory is the brain's ability to hold a limited number of items of information for a period of time up to few seconds (p. 23). In addition, it is the kind of memory that is involved in storing a telephone number in your head as long as it takes to be able to dial it. But successful vocabulary learning clearly involves more than holding words for a few seconds.

Working Memory

It is the only responsible for many cognitive tasks such as reasoning, and understanding. Working memory can be considered as a kind of "work bench" in which information is first placed, studied, and moved about before it can later be retrieved. The information that is

being manipulated can come from external sources via sences (Thornbury, 2002, p. 23).

Materials remain in working memory for twenty seconds.

Long- Term Memory

It can be thought of as a kind of filling system. Unlike working memory, Long- Term

Memory (LTM) has a large information capacity with permanent content. According to

Thornbury (2002) to make sure that data moves into durable LTM, a number of principles

must be observed (p. 24). Also, it is capable of storing information for a long period of time.

Conclusion

Teaching vocabulary is one of the most important components of any language, because

through vocabulary second language learners will be able to understand and use the language.

Hence, through this chaper, we provided an overview of the history of vocabulary teaching,

in addition to vocabulary definition, the distinction between receptive and productive

vocabulary, and techniques of vocabulary presentation was discussed. Another issue that we

tackled within the frame of this chapter is vocabulary learning strategies. Finally, it presented

the relation between vocabulary and memory.

Section Two: An Overview of the Use of Authentic Materials in learning a Foreign

language

Introduction

During the past decades, teaching a foreign language has gained much more attention in most countries around the world. As a result, searching for appropriate and affective teaching materials occupies a great space of instructors' thinking. The purpose of learning a foreign language is to be able to use it in the real world, in real situations. Therefore, most of the teachers agree that authentic texts or materials are beneficial in the language learning process, as well as to strengthen vocabulary. Generally, authentic materials involve language naturally, occurring as a communication in native- speakers contexts.

Therefore, in this chapter, we will shed light on the role of authentic materials in teaching English as foreign language in classroom, but first we will offer a definition of authentic materials followed by an explanation about contextualized teaching and learning, types of authenticity, categories of authentic materials, and its advantages and disadvantages, then we will identify some of their sources. Finally, we will deal with the factors which are to be considered when selecting authentic materials.

1. Authentic Materials

 1.1. Definition of Authentic Materials

Being one of the fundamental and key issues in the field of language teaching and learning, authentic materials have been thoroughly, discussed by different scholars. In deed, the term "authentic material" it has been defined in different ways. Harmer (1991), for instance, defined authentic materials as "materials designed for native speakers; they are real texts; designed not for language students, but for the speakers of the language" (p.146).

Similary, Kramsch (1993) stated that "the term authentic […] refers to the way language is used in non-pedagogic, natural communication" (p.177).

In addition, the term authentic materials, as Nunan (1999) explained, refers to spoken or written language data that have been produced in course of genuine communication and not specifically written for the purposes of language teaching. Infact, in his teaching, Nunan encouraged his students to bring into the classroom their own sample of authentic data from real world contexts outside of classroom (p.43).

Another definition is the one, suggested by little, Devitt, and Singleton (1989) For them, an authentic text is the one "created to fullfil some social purpose in the language community in which it was produced" (p.25). Finally, Rogers (1988) (as cited in kilickay, 2004, p.467) defined it as "'appropriate'and 'quality'in terms of goals, objectives, learner's needs and interest and 'natural'in terms of real life and meaningful communication".

Examing the above definitions of authentic materials, it can conclude that authentic materials refer to the kind of materials that are produced by native speakers for non teaching purposes. That is, learning by using authentic materials means being exposed to the language that naturally occurs as communication in the native speaker contexts.

1.2. The Historical and Pedagogical Notion of Authenticity

The use of authentic materials in foreign language learning has a long history. The issue of authenticity is related to the onset of communicative movements in which there were an attempt to stimulate real world in the classroom. (Guariento & Morely, 2001, p.2). Similarly, Nunan (1991) claimed that "a greater move towards authenticity was fostered through communicative approach" (p.29). Communicative language teaching (CLT) rejected previous, striclty structural approaches to language teaching. It provides a meaningful

exposure to language as it is actually used in the real world and opend the way for using authentic texts. In many ways such materials are seen as a bridge between the classroom and the real outside world. According to Gilmore (2007 , p.2), the reappearance of authenticity dates back to the discussion raised by Chomsky (1965) and Hymes (1972) who remarked that communicative competence does not only comprise the knowledge of language, but the need for contextualized communication. So, the use of authentic materials was one of the principles underling the communicative approach which gives precedence to communication over forms.

Also, Mishan (2005, p. 20) gave a detailed account for the debate about authenticity, provides a rational for using authentic materials. She believes that materials – focused approaches and humanistic approaches besides the communicative one are the basis for the notion of authenticity in language teaching.

Moreover, she explained that the core idea embraced by communicative approaches is "a means of communication can only be learned by using it for this purpose" (2005, p.21). In addition, she argued that communicative approaches were used as early as the colonial times when a clear need emerged to communicate with people from other cultures. She continuesd explaining that much of the language learning and teaching that took place at that time can be regarded as "authentic in spirit" as language learning had a clear communicative goal and occurred through direct contacts with native speakers in non-classroom setting and without any specific learning materials. So, CLT created a new pedagogical reasoning for the use of authentic materials in foreign language education (Mishan, 2005, p.21). Berardo (2006, p.61), for his part, stated that authenticity is a central concept in CLT as learners taught to be exposed to the same linguistic variation as native speakers. Khaniya (2006, p.4) summarized the view by arguing that authentic materials are essential in a communicative language class

since the use of artificial texts tells us a very little about the classroom as they do not

represent a reality of language use.

The materials - focused approaches which dominate the 20th century adopted several

views on language acquisition (Mishan, 2005, p.20). They proved that the use of authentic

materials found in the 9th century in England.

As an example of materials – focused approaches, Mishan (2005, p.20) mentioned the

inductive method that was introduced in the 1990's by Sweet. Another thematically related

group of approaches relevant to authenticity can be termed "humanistic approaches" which

addressed the whole learner and emphasize the value of individual development.

In addition, Mishan (2005, p.45) claimed that the central pedagogical rational for using

authentic materials in EFL teaching stems from what is called "the 3c's" which stand for

culture, currency, and challenge. She explained that culture, in that authentic texts incorporats

and represents the culture of the speaker of the target language; currency offers topics and

language in current use, as well as those relevant to the learners; while challenge means that

those texts are intrinsically more challenging yet can be based on proficiency levels.

Furthermore, the idea of authenticity and authentic materials in language learning and

teaching is supported by Krashen's input hypothesis (1982). He stated that acquisition occurs

when learners are able to comprehend challenging input and that comprehension is aided by

clues related to situations and contexts.

He emphasized the importance of comprehensible input, which stresses the importance of

exposure to data slightly beyond learner's level, and authentic materials are one of good rich

sources to provide students whith such comprehensible input. Krashen (1982) added that

"affective filter hypothesis links authentic input as useful tool in the second language classroom because this type of input can lower the affective filter".

Finally, the total physical response method supported the use of authentic materials in language teaching. In this method, students use their listening skills in conjunction with large motor skills. It incorporates the use of real materials; such as, authentic texts instead of the use of the translated texrs in the target language.

1.3. Types of authenticity

Breen (1985, p.61) identified four types of authenticity with language teaching. He indicated that these types are in continual interrelationship with one anther during any language lesson. These types include:

1. Authenticity of the texts which we may use as input data for our learners.

2. Authenticity of the learner's own interpretation of such texts.

3. Authenticity of texts conductive to language learning.

4. Authenticity of the actual social situation of language classroom.

Each one of these types will be discussed below.

1.Authenticity of the texts which we may use as input data for our learners

This type refers to the authentic qualities of a given text. Authentic texts for language learning is any sources of data which serve as means to help the learner to develop an authentic interpretation.

2.Authenticity of the learner's own interpretation of such texts

Learner authenticity means that the learner must discover the conventions of communication in the target language which will enable him or her gradually interpret meaning within the texts in ways which are likely to be shared with fluent users of the language.

3. Authenticity of texts conductive to language learning

Tasks authenticity reflects the purpose to which language input is put. It means that the chosen tasks should involve the learners not only in authentic communication with texts and others in classroom, but also in learning and the purpose of learning.

4. Authenticity of the actual social situation of language classroom

The authenticity of the classroom is a special social event and environment where people share a primary communicative purpose that is learning. The authentic role of language classroom is provision of those conditions in which participants can publically share the problems, achievement and overal process of a language together as a social activity.

In addition, Widdowson (1990, p.40) had a process – oriented view of authenticity; making a distinction between "authentic" and "genuine" materials. He explained that genuine is an example of native speakers' language, while authentic is a native speaker response. "The language presented to them may be genuine record of native speaker behavior, genuine, that is to say, as textual data, but to the extent it does not engage native speaker response, it can not be realized as authentic discourse" (Widdowson, 1990, p.45).

Authenticity can therefore be considered to be the interaction between the reader and the text and not just the text itself. Also, he claimed that proper interaction between leaners and materials will not occur unless the learner can respond to the materials appropriately. This

suggests that authenticity can only be achieved when there are agreements between the materials writers and the learners' interpretations.

Another classification of authenticity proposed by Mc Donald (2005, pp.251, 253) introduced four types of authenticity. Authenticity of text, authenticity of competence, learner authenticity, and authenticity of the classroom. When text authenticity as the first kind of authenticity is concerned, it encounters terms related to authenticity other than text authenticity such as language and material authenticity. The second type is competence authenticity. Being authentically competent means that learners' preformance should as much as possible correspond to the way native speakers preform. The third kind is learner authenticity which refers to the interaction between the user and his purpose, the situation in which the text is used and the text sample. Hence, the reason why the learner will like the material is not their authenticity, but the fact that they (material) have communicative purposes. The last category is authenticity of the classroom. He suggested that social practice of language teaching and learning realises aspects of language teaching context.

2. Categories of Authentic Materials

The classification of authentic materials has been approached differently by many writers. Authentic materials can broadly be classified as writen, aural, and audio-visual materials.

2.1. Written Authentic Materials

Written authentic materials are any printed materials. For Nunan (1989) (as cited in Taylor, 1994, p.54), authentic materials is any material which has not been specifically produced for the purposes of language teaching. Thus, journals, newspapers, magazines either printed or electronic format all fall into the category of "written authentic materials".

Presently, the use of magazines and newspapers in English lessons is widely acknowledged, since they provide stimulating texts full of cultural information to students who have a wide range of interest. According to Doff (1988, p.170), once the appropriate text has been selected, students get interest in reading, listening, watching, since they regard English texts and programmes not merely as a tool to learn a language, but also a source of information. However, certain authentic texts may contain difficult language. Teachers, therefore, should adapt materials to suit the needs of their students through adding, deleting, and modifing content. According to Ur (1996, p.150), "the use of authentic texts with less proficient learners is often frustrating". Thus, the use of simlified texts is usually more effective at earlier stages of learning. Ultimately, we should encourage our students to be able to deal with any authentic materials that any native speaker would find in real life.

2.2. Oural / oral Authentic Materials

Oural materials involve those materials that learners can listen to. In language classroom, the listening ability plays a momentous role in the development of other language skills. Listening can help students to build vocabulary and develop their proficiency (Barker, 1971). Thus, the most important reason for using such aural authentic materials as songs, news, and radio programs and dialogues is to help learners to be good listeners. Aural authentic materials are real cultural products from the target community and they can be easily integrated with learners' daily life.

2.3. Audio – Visual Authentic Materials

Audio – Visual materials on the other hand are those that learners can see and hear. The use of audio-visual materials in foreign language has grown rapidly because of the increasing emphasis on communicative techniques. Thus, "audio visual materials such as TV show, documentairies, programmes, etc offer a much richer source of input for learner and the

potential to be exploited in different ways" (Gilmore, 2007, p.22). And the most useful point of film is that learners naturally acquire a sense of language action in the target language. McCarthey and Carter (1995, p.209) explained that language action involves participants in using language in easy and unproblematic ways. In addition, according to Wright (1976, p.1), many media and styles of visual presentation are useful to the language learner. That is to say, all visual materials have a positive contribution to language learning. Rivers (19871, p.399) from his part claimed that it clearly contributes to the understanding of others cultures by providing a contact with speakers of the language throughout and by visual means.

3. Selecting Authentic Materials

When selecting and choosing authentic materials, it is useful to have a frame work or a set of criteria within which to evaluate their potential. Berardo (2006, p.63) suggested the following three criteria: suitability of content, exploitability and readability.Suitability of content includes areas such as compatibility with the course objective and appropriateness to students needs and students abilities; it also includes the issue of whether the material will be interested to students or not. Expoitability covers issues such as whether the text can be used for teaching purposes, how it can be utilized and what skills can be developed by using authentic materials. Readability, on the other thand, refers to whether the structure and lexis of authentic materials are too easy or more likely, too difficult. It also encompasses ideas such as vocabulary and relevance. In addition, according to Berardo, altering the variety of authentic materials is another thing to keep in mind when selecting materials. Introducing a variety of materials ensures that they can be used in different ways to promote different skills; using a combination of interactive materials, video, audio and text create a positive environment in the classroom. Having a variety of materials also helps reflect the changes in the use of language better than dependence on one type or a source of materials. Another important aspect to consider is whether the language is natural or has been distorted. Also the

presentation and attractiveness of authentic materials is very crucial to be considered,since a more attractive texts especially one in which the original purpose of its production can be easily understood, may be motivating for students .

Finally, Anathor factor worth to be taken into consideration when choosing authentic texts is the continuity and connection of different materials.

4. Contextualized Teaching and Learning (CTL)

An approach, which relies mostly on authentic materials, is called contextualized teaching and learning. It is a "conception of teaching and learning that helps teachers to relate subject matter content to real world situations" (Berns & Erickson, 2001, p2). CTL helps students to make connections between the content they are learning and the real life contexts where the content can be applied. Students then find meaning in the learning of content. Instead of teaching skills knowlege separate from real life situations and hoping the learners will be able to transfer what they have learned in real life, Instructors can help students learn skills rapidly through CTL. When students acquire skills and knowlege by integrating content with real life situations in appropriate contexts, they are likely to apply the content knowlege in real life (Berns & Erickson, 2001, p. 2). CTL is rooted in constructivism, which proposed that "students construct their knowlege by testing ideas based on prior knowlege and experience, applying these ideas to a new situation, and integrating the new knowlege gained by pre-existing intellectual constructs" (Berns & Erickson, 2001, p2).

5. Arguments for using Authentic Materials

Most teachers and researchers throughout the world agree that authentic materials are benificial to the language learning process. Among these schoolars, for instance, Philips and Swetles Worth (1978), Peacock (1997), and Clarke (1989) (as cited in Kilickay, 2004, p.1)

who claimed that authentic materials are preferable over contrived materials. They also pointed out that authentic materials provide learners with cultural information about the target culture and exposure them to real language which relate more closely to learners' needs and interests, and support a more creative approach to teaching. Furthermore, they believed that authentic materials offer a wide variety of text types and language styles not easily found in conventional teaching materials and continuously updated materials. Martinez, (2002) and Peacock, (1997) (as cited in Shu-Chin,n.d, p.175) claimed that authentic materials could be used for practicing mini – skills, such as scanning ; or micro – skills of listening, including listening to news reports, and identifying the names of people countries. Furthermore, they mentioned that authentic materials contain topics of interest to students and encourage reading for pleasure, and they are practical and real because they provide valid linguistic data. In addition Kelly, kellyoffner and Vorland, (2002) (as cited in Shu-Chin, n.d., p. 176) argued that authentic materials increase students' comprehension skills, oral and written language performance. They significantly vitalize the ESL class and generate a deeper understanding and interest in the topic.

According to Monga (2000) and Chacez (1994) (as cited in Shu -Chin, n.d., p176), the use of authentic materials lowers the degree of stress when students face new situations in the target language. They give students the apportunity to practice English and help them gain confidence in their English ability. Furthermore, they expose the students to customs, and help them to develop their ability to find pertinent information quickly.

Numerous authors have used the idea of "exposure" to support the use of authentic materials. In other words, using authentic materials as teaching tools in ESL∕EFL classes is very effective.

6. Disadvantages of Using Authentic Materials

Authentic materials have many drawbacks as well. Some writers talk about the following major disadvantages. To start with, as argued by Tamo (2009, p.76), authentic materials are too culturally baised and therefore difficult to be understood outside the language community.

On this part, Martinez (2002) (as cited in Berardo, 2006, p.60) argued that vocabulary used in authentic materials may be irrelevant to the language learners' needs. More importantly, much of the difficulty language learners experience with the use of authentic language materials originates from the students lack of familiarity with language input and processing strategies required for comprehending it.

Also, Guariento and Morely (2001) mentioned that "at lower levels, the use of authentic text may not only prevent the learners from responding in meaningful ways but can also lead them to feel frustrated and confused" (p.347).

Furthermore, according to Richards (2001) (as cited in Berardo, 2006, p.65), authentic materials often contain difficult language for example, many headlines, adverts, signs and so on require a good knowlege of the cultural background. Also, they contain complex language structures, which can create problems for the teachers too. Kienbaum, Russell, and Welty (1986, p.23) stated that there is no significant difference in learners' performance between learners using authentic materials and others using traditional materials. They added that the text book materials focus on the target form or structure; they can be more helpful to learners.

It could be concluded that advantages of authentic materials outweight disadvantages. Therefore, teachers should consider using them seriously when teaching a foreign language.

7. Authenticity and Motivation

As it is mentioned in Lin (2004), Little, Devitt, and Peacock (1997), authentic materials have a motivating effect. This, according to Lin, is because they see authentic materials as being only more interesting and stimulating to language learners. Guariento and Morley (2001, p.347) maintained that the use of authentic text is now considered to be one way of increasing students' motivation of learning. They give the learner the feeling that he or she is learning the real language; that they touch with a living entity, the target language as it is used by the community which speaks it.

Berardo (2006, p.60), on his part, stated that authentic materials can promote mativation and give learners a "sense of achievement" and encourage them to further reading.

In addition, Oguz and Behar (2008, p.331) claimed that if learners' interaction with authentic material is established without difficulty, they can participate actively in learning and in the same way their motivation levels may raise.

Gulikers (2005, p.520) introduced two principles in describing adults motivation in learning.the first principle is that adults prefer a problem solving orientation in learning. In particular, adults express that they learn best when the problem is presented in real life context. The second principle is that adults are highly motivated to learn when they use authentic materials.

Finally, bringing authentic materials to the classroom can be motivating for students, as it adds a real – life element to students' learning experience. (Tamo, 2009, p.75). Thus, they are significant since they may increase students' motivation for learning.

8. Sources of Authentic Materials

In today's globalized world, the most commonly sources used are newspapers, TV programs, magazines, the internet, movies, songs brochures, comics and literature.

8.1- Literature

Mishan (2005, p.97) defined literature as "writing that is valued for their beauty of form, specially novels and poetry and plays etc". She added that the use of literature in language teaching increase attitudes and approaches to the study of language in the native speakers community. In addition, Mishan (2005, p.100) argued that literature can be used with all students' levels, to link cultures and to enhence students' knowledge of the target language and its culture. In using any kind of literature texts, the focus should be on teaching language not literature.

8.2- The broadcast Media

As a tool for language teaching media, printed a broadcast ones; have always been used to facilitate the task of language learning. According to Mishan (2005, p.132), "the broadcast media offer the most diversified set of genres".

8.2.1. Television

Mishan (2005, p.135) claimed that television as a universal medium relates learner with the target language culture as it is in host community, it enables them to see their traditions, and relations with each other. She added that television enriches students' English vocabulary.

8.2.2. Radio

Mishan (2005, p.138) claimed that using radio is one of the most easily accessible forms of authentic listening practice we can provide the learner. Moreover, its use makes them more familiar with foreign language culture.

In conclusion, the broadcast media are important in acquiring foreign language because they bring the outside world into the classroom.

8.3- Newspapers

According to Mishan (2005, p.154), "newspapers are the most easily vailable and accessible of the news media – anyone, anywhere can buy a newspaper […] and they are less ethereal than their broadcast counterparts ". Also she stated that"newspapers is probably the best simple source of information about the contemporary culture of country" (2005, p154). It means that learners will be able to identify the English language culture from newspapers color, size, headlines, text, and photographs. She added that with newspaper, learners can feel personal involvement with events that happen surrounding the target language and using them in classroom can be a source of motivation. Therefore, the use of newspaper as an authentic material, make the learner more focused and closer to the language used in different contexts.

8.4- Songs

Music is an exellent alternative for language learning because, nowadays thanks to technology, learners can listen to songs any time, and every where which helps them to learn new authentic language expressions while entertaining themselves (Mishan, 2005, p.196). Therefore, teachers may provide some authenticity in their classes through the use of songs

since they helps learner to practice prononciation as it is in real language and improve their listening skills.

8.5- Films

According to Mishan (2005, p.223), a Film is "the one that is designed to appeal most directly and fully to our emotions. It is also the one most clearly firmed in Lerners' minds as a medium of entertainment". This means that when teachers use films in classrooms they enhence students learning through creating an enjoyable atmosphere. She added that films can enhance students listening skills by seeing the linguistic features of language as it is in context.

8.6- Information and Communication Technology

As it is argued by Mishan (2005, p.241), information and communication technology (ICTs) are an integral part in the teaching community […] the most source of authenticity in classroom is internet technology.

8.6.1. Internet in EFL Cources

The internet has made it possible for people all around the world to communicate with one another effectively and expensively. It includes for example, web sites and E-mail.

8.6.2. Web sites

The use of web as an authentic source is a useful starting point in language learning when it offers cites that contain materials produced for native speakers like, songs, poetry, newspapers, commercial and information sites.

8.6.3. Email

It is a widely used internet application that enables individuals or group of individuals to quickly exchange messages, As cited in Mishan (2005, p.250), " the largest communication system in the world […], it is the only computer technology to consist of human –to- human, rather than human to – machine communication". In other words via online communication, students can interact with native speakers which enable them to develop their writing, speaking and listening skills.

In conclusion, authentic materials play an important role in the foreign language teaching and learning process as it develops the learner's skills specially the productive ones.

9. At Which Level Authentic Materials can be used

The issue of when to introduce authentic material has been surrounded by controversy in the field of language teaching. Kim (2000, p.189) claimed that authentic materials can be used with intermediate and advanced level students only. This might be attributed to the fact that at this level, most students master a wide range of vocabulary in the target language and some structures. He also noted that at lower levels, the use of authentic materials may cause students to feel de-motivated and frustrated since they lack many lexical items and structures in the target language. He further argues that authentic language may not expose students to comprehensible input at the earliest stages of acquisition. However, others claimed that exposure to authentic materials should start in the earliest stages of language teaching (Miller, 2005, p.19) asserted that an early exposure to such texts will help students develop useful strategies for more complex tasks later on.

10. The Effect of Authentic Materials on Vocabulary Learning

The use of authentic materials is an effective way of language acquisition. It is also useful to vocabulary acquisition. According to Mccarthy (1990), " No matter how well the student learns grammar, no matter how successfull the sounds of a foreign language are mastered, without words to express a wide range of meanings, communication in a foreign language just can not happen in any meaningful way".

Teachers use authentic materials such as magazines, newspapers and advertisements, for vocabulary acquisition. This authentic material is helpful since some of the vocabulary used every day by English speakers does not come from Academic books but from TV series, movies, music and so on. Many researchers might look at this as an important way of learning new vocabulary or expressions that can be useful in the learning process. In the internet, learners can find a lot of different resources of vocabulary. Additionally, they can be exposed to real English while watching movies or reading newspaper articles. Also, these students who use authentic materials for regular classroom activities demenstrated significantly greater development in vocabulary knowlege. A research conducted by Nematollali and Magshoud in 2015. They investigate the effect of authentic and non-authentic text on vocabulary retention. They found that these materials are effective in teaching English to young learners. As they help learners to attach meaning and make sense of what they learned. Also, they foud that using authentic materials motivate learners in learning new words (p.113). Moreover, Zoghi and Moradiyan (2014) carried out a research to show how authentic maierials is used to improve students' vocabulary mastery. Its result proved that authentic materials can help them in coping with real situation outside of the class. In other words, students are prepared for actual use of vocabulary (p. 158).

 All the above mentioned studies have confirmed the possitive effects of authentic materials on vocabulary learning.

11. Applying Authentic Materials in Teaching Vocabulary

On a broader level, consistent use of authentic materials in the classroom keeps students grounded in the reality of the language. Exposing students to authentic materials can help them better understand the target culture and how they might participate in this community.

Authentic materials can make lessons more interesting .Also, using them to teach vocabulary helps students remember the words better and gives them a sense of how the construct can be used in various contexts. In addition, instractors believe that authentic materials are valuable for improving vocabulary learning. This belief is supported by Cook (1981, n.p.) who agreed that providing students with authentic materials can motivate them and facilitate vocabulary development . Finally, learners who are exposed to authentic text may be given more meaningful contexts rather than learning basic items in isolation or in inauthentic contexts, which might hinder learner motivation and knowledge (Murdach, 1999, p.6).

Conclusion

From what was provided, it can be said that the use of authentic materials in teaching English as a foreign language has great importance. Hence, through this section we provided a definition of authentic materials, in addition to the historical and pedagogical notion of authenticity and its types. Another issue we discussed in this section is categories of authentic materials, criteria of selecting authentic materials. Moreover, we presented what contextualized teaching and learning means, arguments for and against using authentic material. Finally, we discussed the effect of authentic materials on vocabulary learning

Research Design and Data Analysis

Introduction

This chapter is devoted to the field work of this research. For collecting data, a questionnaire has been administered to students and an interview with teachers. Both students' questionnaire and teachers' interview were used to find out their opinions and attitudes towards using authentic materials in teaching vocabulary. So, the most appropriate research design to be adopted is the qualitative one.

First of all, the sample population on which this research was conducted is introduced. Then, both students' questionnaire and teachers' interview are described, analyzed, and interpreted. Finally, research findings are presented to meet the objectives of this dissertation that is investigating EFL learners' attitudes towards the use of authentic materials in teaching vocabulary at the University of Mohamed Seddik Ben Yahia.

2.1. Students' Questionnaire

The questionnaire was administered to second year license students at "Mohamed Seddik Ben Yahia University" in the department of English, in the second semester of the academic year 2016. The representative sample of 60 students out of (241) had been chosen from the target population which includes all second year license students since it is impossible to deal with all students. We handed 60 copies of the questionnaire and we received the same number because all the students answered the questionnaire, and we were present in order to provide necessary explanation for them.

2.1.1. Aims of the Questionnaire

Questionnaire was designed inorder to explore students' opinions and attitudes towards learning vocabulary with authentic materials and whether they consider them effective tools to strenghten their vocabulary.

2.1.2. Description of the Questionnaire

The students' questionnaire is a mixture of closed questions that require students to answer by 'yes'or'no' or to choose from a number of choices and open questions. The questionnaire consists of 25 questions. It is devided into four sections. The first section entitled background information is composed of two questions which are asked to gather information about students. The second section deals with vocabulary. It is composed of seven questions. Question three tends to evoke the students view about vocabulary learning. Question four concernd with students'difficulties when they encounter with unknown words. Question five aims to find out which approach they prefer in learning new vocabulary items either intentionally or incidentally. Question six is asked to identify how EFL students consider learning vocabulary, is it easy, difficult, or very difficult. Question seven is addressed to know which types of strategies teachers use. The last two questions of this section are asked for the purpose of knowing whether the teachers present new words in their lessons and what makes these words difficult for students. Section three involves nine questions about the implementation of authentic materials. Question (10) and (11) are asked to explore the kind of authentic materials students prefer to be used and how often teachers use it. In question (12) students are asked to select the type of authentic materials they found more challenging . Question (13) aims to know whether students face problems and difficulties in using authentic materials. In the second part of the question, learners who say 'yes', are asked to justify their answers by choosing an option from the given ones. Question

(14) and (15) aimed to discover whether the teachers vary the use of authentic materials and use them appropriatly. The next question concerns with students' preferences about the types of authentic materials. The last question in this section is asked to explore students' attitudes towards using authentic materials in the learning process. Students who answered 'yes' are asked to say why from the given choices. The last section entitled the use of authentic materials in teaching vocabulary. It also consists of nine questions. Question (18) is asked to explore students' views toward the best way to learn and acquire vocabulary. Then, question (19) aims to find out how often teachers use authentic materials in teaching vocabulary. After that, question (20) and (21) are asked for the purpose of knowing which sources of authentic materials students prefer to be used in teaching vocabulary and whether they are helpful or not. Question (22) aims to find out whether EFL learners enjoy learning vocabulary through authentic materials and in the second part of the question, learners who say 'yes' are asked to say why. Question (23) aims to find out if students consider authentic materials helpful in remembering words easily. The next question is asked to know if EFL learners consider that there is a difference in learning vocabulary using authentic materials and non- authentic materials. The last question is asked for the purpose of knowing whether students use authentic materials outside the classroom to improve their vocabulary. In the second part of the question, students who answered 'yes' are asked to justified their choice. It can be claimed that this kind of questions is related to the personal decision of the student

2.1.3. Analysis and Interpretation of the Questionnaire

Section one: Background Information

Q1: Students' gender

Table 01

Students' Gender

Options	Subject	Percentage %
Male	9	15 %
Female	51	85 %
Total	60	100

The very first question addressed to students concerned their gender. From the table above, out of sixty participants, 51 (85 %) are females and nine students (15 %) are males. The high number of females enrolled in the department of English at the University of Jijel proved the common believes that females have more tendency towards studying foreign languages and English in particular.

Q2: How many years have you been studying English?

Table 02

Students' Years of Studying English

Options	Subjects	Percentage %
Nine years	51	81 %
Ten years	4	6,66 %
Eleven years	5	8,33 %
Total	60	100

The second question addressed to students concerned their number of years that had been spent studying the English language including the years of pre-University studies. Fifty one among sixty (81 %) students had been studying English for nine years. Only four students (6, 66 %) had been studying English for ten years and the rest five students (i.e. the percentage of 8, 33 %) had been stdying English for eleven years.

This indicates that the vast majority of students had been studying English for more than nine years. So, students have a good background in English.

Q3: How important do you think learning vocabulary is?

Table 03

Vocabulary Importance

Optins	Subjects	Percentage %
Very important	54	90 %
Some how important	6	10 %
Not important at all	0	0 %
Total	60	100

This question queried students to indicate how much vocabulary is important in learning English. As it is displayed in the table above, the vast majority of students (90 %) think that vocabulary is very important. However, six students out of sixty (a percentage of 10 %) claimed that vocabulary learning is somehow important and no one showed that vocabulary learning is not important at all. That is to say most of them do consider vocabulary learning very important because it is the key of language learning and without vocabulary, learners would be unable to form the simplest of utterences, and therefore unable to communicate and express ideas effectively. Moreover, it provides much of the basis of how well learners speak, listen, read, and write.

Q4: When you encounter an unknown word, do you?

Table 04

Strategies adopted by Students when encountering Unknown Words

Options	Subjects	Percentage %
Ask the teacher	4	6 ,66 %
Guess from context	17	28,33 %
Look them up in the dictionary	39	65 %
Total	60	100

The question at hand revolves around determing the most frequently used vocabulary learning strategy by students when encountering unknown words. From the table, thirty nine students (65 %) prefer to look the unknown words up in the dicionary and seventeen students out of sixty (28, 33 %) favour to guess meaning from the context and the rest, four students prefer to ask the teacher. Based on the findings, it seems that learners study words individually either using dictionary or guessing meaning from the context. Only few students (6, 66 %) mentioned social strategies as one of vocabulary learning strategies. This means that the individual effort to study words is still noticeable.

Q5: Which approach do you adopt and think is more useful in learning new vocabulary items?

Table 5

Approaches to learn Vocabulary

Options	Subjects	Percentage %
Intentional Learning (direct)	41	68,33 %
Incidental learning	19	31,66 %
(indirect)	60	100
Total		

The question was designed to explore which of the vocabulary approaches students use. The findings show that fourty one students among sixty (68, 33 %) prefer learning vocabulary items directly and ninteen students (31, 66 %) prefer to learn vocabulary incidentally. This indicates that the vast majority of students prefer to learn vocabulary explicitly. This fact reinforces the idea of the National Reading Panel (2000) that considered explicit vocabulary instruction a crucial apporach to be applied for the retention of a large amount of word meanings. So, it is one of the most successful vocabulary instructions.

Q6: Do you think that learning vocabulary is?

Table 06

Students' Perception towards Learning Vocabulary

Options	Subjects	Percentage %
Easy	22	36,66 %
Difficult	38	63,33 %
Very difficult	0	0 %
Total	60	100

This question was asked to identify how EFL students consider learning vocabulary. It is noted that thirty eight students out of sixty (i.e. percentage of 63,33 %) argued that vocabulary learning is difficult this indicates that there are several factors that makes words difficult to understand such as idioms, tranfer of meaning, words with several meaning, and sub-technical words. On the other hand, twenty two students out of sixty (i.e. percentage of 36, 66 %) said that vocabulary learning is easy and they do not face any difficulty in learning it and none of them mention that vocabulary is very difficult.

Q7: When your teachers present new words, do they use?

Table 7

Techniques of Vocabulary Presentation

Options	Subjects	Percentage %
Synonyms	29	48,33 %
Opposites	1	1,66 %
Definition	19	31,66 %
Translation	10	16,66 %
Using pictures	1	1,66 %
Total	60	100

The seventh question aimed at identifying how teachers present new words. It appears from the table that the most used technique is synonyms. Twenty nine students out of sixty (i.e.the percentage of 48, 33 %) said that their teachers use it to reinforce their learning. Definition is followed by (31, 66 %). Concerning the use of translation, ten students (16, 66%) claimed that their teachers use it to explain new words meanings. Inaddition, only one student among sixty (1, 66 %) based his choice on the use of oppositeness. Similarly, a student claimed that his teachers use pictures in explaining new words. Hence, we may conclude that using synonyms may help students to understand the meaning of words as well as to enrich their vocabulary and provide alternative words instantly. Inaddition, this technique can be used with students of all levels and works best with concepts and ideas that can not be easily seen or touched, like abstracts or any thing that is not a real object.

Q8: How often do your teachers present new words in their lessons?

Table 08

Teachers' Presentation of New words in Lessons

Options	Subjects	Percentage %
Always	44	73,33 %
Sometimes	13	21,66 %
Rarely	3	5 %
Total	60	100

The obtained results show that fourty four students out of sixty (i.e. percentage of 73, 33 %) claimed that their teachers always present new words in their lessons. On the other hand, (12, 66 %) of the participants said that their teachers sometimes present new words in their lessons. However, the rest (5 %) of the students claimed that their teachers rarely present new vocabulary. That is to say vocabulary is considered as the heart of teaching a foreign language. That's why teachers should introduce new words in each session to improve their students' vocabulary and, hence, their English.

Q9: In your opinion, what makes words difficult?

Table 09

Aspects of Words Difficulty

Options	Subjects	Percentage
Its pronunciations	23	38,33 %
Its meanings	26	43,33 %
Its spellings	11	18,33 %
Total	60	100

This question was addressed to students to investigate which aspect cause difficulties to students when learning new words. The results provide a clear image about the major obstacles students encounter during the process of learning new vocabulary items which may impede their understanding. Twenty six students out of sixty (i.e. percentage of 43, 33 %) have difficulties with words meanings. Inaddition, twenty three students (38, 33 %) have a different view. They claimed that words pronunciation is the problem since the spoken form and the written form of a given word are not always similar. Words that contain silent letters are particularly highly problematic to students and that's why some students (18, 33 %) have difficulties with spelling.

Section Three: Authentic Materials

Q10: What kind of authentic materials do you prefer in the language classroom?

Table10

Kinds of Authentic Materials Students prefer to be used

Options	Subjects	Percentage
Written Authentic	16	26,66 %
Materials	26	43,33 %
Aural Authentic	18	30 %
Materials		
Audio-Visual Authentic	60	100
Materials		
Total		

This question was asked in order to know the kinds of authentic materials students prefer to be used in the language classroom. Twenty six students out of sixty (43, 33 %) prefered to use aural authentic materials and eighteen students chose audio-visual authentic materials. Whereas sixty students out of sixty (i.e. percentage of 26, 66 %) selected written authentic materials.

Some students' justifications:

It is interesting in terms of content and also I can see and learn the language which is used in real life.

It is more interesting and the language is more authentic, useful, and artistic.

I can know what is happening in U.K and learn English at the same time.

It could be noted that aural authentic materials are considered to be more interesting and meaningful to language learners. Materials such as TV programmes are motivating because they help learners to connect language learning with the real life. And by using aural authentic materials, teachers are more likely to help students to have positive educational attitudes in the classroom.In addition, this type of materials are informative nature. So, the interesting and informative nature of authentic materials could prompt learners to attach more intrinsic value to the materials.

Q11: How often do your teachers use authentic materials in the classroom?

Table 11

The frequency of Teachers' use of Authentic Materials in the Classroom

Options	Subjects	Percentage %
Always	12	20 %
Sometimes	32	53,33 %
Rarely	12	20 %
Never	4	6,66 %
Total	60	100

Students were asked to indicate how often authentic materials are used by their teachers in the classroom. Thirty two students out of sixty (53, 33 %) argued that their teachers "sometimes" use authentic materials. (20 %) of the participants said that their teachers "always" use them. Similary, twenty students mentioned that their teachers rarely used them. Inaddition, (6, 66 %) of students opted for never. It could be concluded that teachers'

occasionally use of authentic materials might be attributed to unavailability of such materials

and the fact that the use of authentic materials may cause students to feel demotivated and

frustrated since they lack many lexical items and structures used in the target language.In

addition, teachers have to spend a lot of time in preparing authentic materials regarding the

ability level of students.

Q12: from the following lists, pick the most challenging authentic materials?

Table12

The most Challenging Authentic Materials

Options	Subjects	Percentage %
Magazines	17	28,33 %
Internet	11	16,66 %
Songs	32	53,33 %
Newspapers	0	0
Articles		
Total	60	100

As far as the twelveth question is concerned, students were asked to pick the most

challenging authentic materials. It aimed at recognizing the kind of authentic materials that

students face difficulty with. Thirty two students (53, 33 %) picked songs as the most

challenging one as a result of the variation of accents, dialects as well as the rate of speech

which is too fast in songs. Magazines are the most challenging authentic materials for

seventeen students (28, 33 %). Since uncommon vocabulary create difficulty to students.

(16, 66%) of participans argued that Internet is the most challenging authentic

materials.Concerning newspaper articles none of the participants found it difficult.

Q13: Do you find difficulties when the teachers use authentic materials?

Table 13

Students' Difficulties with Authentic Materials

Options	Subjects	Percentage %
Yes	42	70 %
No	18	30 %
Total	60	100

The fourteenth question deals with difficulties and problems students face when their

teachers use authentic materials. The obtained results show that fourty two students out of

sixty (70 %) asserted that they face difficulties and problems when the teacher uses them and

eighteen out of sixty claimed that they do not face difficulties with authentic materials.

- If yes, what are they

Options	Subjects	Percentage %
Culturally biased	25	50 %
Many structures are mixed	18	16 %
They contain difficult language	7	14 %
Total	60	100

Students who answered « yes » were asked to indicate the reason in the second part of this item. The results in the above table show that (50 %) of the participants said that this is because authentic materials are culturally biased, (36 %) viewed that they contain mixed structures. Whereas, (14 %) of the students said that they contain difficult vocabulary. It could be concluded that the vast majority of the students found authentic materials difficult because they are too culturally biased since they are produced native by speakers and they contain a mixed structure and difficult vocabulary.

Q 14: How often do your teachers vary the authentic materials?

Table 14

Teachers' Variation of Authentic Materials used

Options	Subjects	Percentage %
Always	6	10 %
Sometimes	47	78,33 %
Never	7	11,66 %
Total	60	100

This question aimed at knowing how often teachers vary authentic materials in each session. As it is clearly observed from the table, six students of sixty (10 %) stated that their teachers do vary authentic materials always. Since a lesson can be made more interesting if a variety of texts is used, and students very often find it boring when dealing with only one subject area or material. In contrast, variation leads to attractiveness and motivation of students. The highest percentage that of fourty seven students (78, 33 %) argued that teachers sometimes vary the use of authentic materials. This might be attributed to the lack of sources

of authentic materials. And seven students among sixty (11, 66 %) claimed that their teachers never vary the authentic materials used.

Q 15: Do you feel that your teachers use authentic materials skillfully and appropriately?

Table15

Teachers' Skillful and Appropriate use of Authentic Materials

Options	Subjects	Percentage %
Yes	41	68,33 %
No	19	31,66 %
Total	60	100

This question tried to find out if students think that their teachers use authentic materials skillfully and appropriately. From the table, we can state that student's perceptions of their teachers' use of authentic materials vary from one to another. Fourty one students (68, 33 %) stated that their teachers use authentic materials skillfully and appropriately. Whereas, nineteen students (31, 66 %) think that their teachers do not use them appropriately. This indicates that teachers do not need any training in using such materials.

Q16: Which authentic material do you prefer to be used in the classroom?

Table16

Types of Authentic Materials Students prefer to be used in the Classroom

Options	Subjects	Percentage %
Newspaper articles	8	13,33 %
Magazines	18	30 %
Films	24	40 %
Radio	7	11,66 %
Internet	7	11,66 %
Total	60	100

This question aimed to know which types of authentic materials students prefer to be used in the classroom. From the table, fourty four out of sixty students (40 %) prefered films to be used in the classroom. This indicates that learning through films is motivating and enjoyable to students because it provides them with examples of English used in real situations outside the classroom, and expose students to a natural flow of speech. (30 %) of them favoured to use Magazines as the most suitable tool to be used in the classroom that is to say it attract students' attention and make the teaching learning activities more interesting. Inaddition, Magazines are a great source of ideas for teaching (13, 33 %) of participants stated that they prefer newspaper articles. (11, 66 %) of them prefer radio. In the same vein, seven students out of 60 prefer internet. The findings show that the vast majority of the

students favour audio-visual materials (Films) to be used in the classroom. Whereas, written (magazines, newspaper articles), and aural materials (radio), and the internet gain less interest of the students. Hence, students's interest should be taken into considerration when selecting authentic materials to be used in the classroom.

Q17: Do you consider that the use of authentic materials is very effective in the learning process?

Table 17

Students' Attitudes towards the effectiveness of using Authentic Materials in the learning process

Options	Subjects	Percentage %
Yes	50	83,33 %
No	10	16,66 %
Total	60	100

The question was designed to investigate students' attitudes towards the effectiveness of using authentic materials in the classroom. Fifty students among sixty (83, 33 %) responded positively. While ten students claimed that they are not effective in the learning process. Based on the high percentage of the students who answer "yes", we can conclude that students think that using these materials when learning English is very effective.

If yes, because

Options	Subjects	Percentage
They prepare learners for Real life situations	15	30 %
Meet learner's needs	30	60%
present authentic information about culture	5	10 %
Total	50	100

This table shows the different reasons why students consider using authentic materials effective in the learning process. It is noticed that the majotity of students representing the percentage of 60 %, justified their answers saying authentic materials meet learner's needs. 30 % of participants said that they prepare them for real life situations, and only 10 % of students explained that they present authentic information about culture. The results suggest that students have positive attitudes toward the effectiveness of using authentic materials in foreign language classrooms since they expose them to real language and meet their needs as well as they provide authentic information about the culture.

Section Four: The use of Authentic Materials in Teaching Vocabulary

Q18: In your opinion, what is the best way to learn and acquire vocabulary?

Table18

Students' Attitides towards Learning Vocabulary through Authentic Materials

Options	Subjects	Percentage %
Using authentic materials	60	100 %
Using non-authentic materials	0	0 %
Total	60	100

In the nineteenth question, students were asked to identify their opinions about the best way to learn and acquire vocabulary. All students claimed that using authentic materials is the effective way to learn vocabulary because when using authentic materials they dealt with outside, real world, and they become interested when dealt with real language. So, it can help them in coping with real situations outside the classroom. In other words, students can be prepared for actual use of vocabulary which is learned through authentic materials. Also, its sources are contextually rich and learners may learn useful words.

Q19: How often do your teachers use authentic materials in teaching vocabulary?

Table19.

Frequency of using of Authentic Materials in Teaching Vocabulary

Options	Subjects	Percentage %
Always	4	7,33 %
Sometimes	34	56,66 %
Rarely	15	25 %
Never	6	9,33 %
Total	60	100

This question was addressed to find out how often teachers use authentic materials in teaching vocabulary. Thirty four students (56, 66 %) among sixty claimed that their teachers sometimes use them. In addition, fifteen students that is quarter of the sample (25 %) said that their teachers rarely use authentic materials. Finally, six students out of sixty (9, 33 %) argued that their teachers never use them. In the same view, only (7, 33 %) of the participants mentioned that teachers always employ them. The findings show that teachers sometimes use authentic materials in teaching vocabulary. This may be the result of real language that is not graded or simplified, the limited time allocated for teaching vocabulary, as well as the unavailability of authentic materials at the University.

Q 20: From the following lists of authentic materials, which one do you prefer to use in learning vocabulary?

Table 20

Students' Favourite Source of Authentic Materials while Learning Vocabulary

Options	Subjects	Percentage %
Newspapers	10	16,66 %
Magazines	4	11,66 %
Songs	6	10 %
Videos	22	36,33 %
Novels	5	8,33 %
Total	60	100

This question aimed to indicate which type of authentic materials students prefer to be used in teaching vocabulary. Twenty two students among sixty prefer videos. This may be because videos allow introducing different aspects of real life into the language learning enviroment. The great value of videos lies in the conbination of sounds, images, and sometimes text, together with the sociocultural information about habits, traditions, culture, etc. all this makes its a very comprehensible tool for teaching vocabulary to foreign language students. Ten students out of sixty (16, 66 %) prefer newspapers because they are sources of new vocabulary items as colloquial expressions. Other students (11, 66 %) selected magazines as an effective tool of learning vocabulary. In the same vein, six students out of sixty (10 %) claimed that songs are the best way for learning vocabulary. Since they create a more relaxing enviroment to students. Furthermore, the enthusiasm generated by songs ensures that students not only remember words but they will be able to pronounce and spell words and phrases correctly. Only five students (8, 33 %) regarded novels suitale for teaching vocabulary which do not only help them understanding o words, it is also stimulates and increases students' interest learning the foreign language.

Q 21: Do you think that authentic materials help you to learn useful vocabulary?

Table21

The impact of the Use of Authentic Materials on Vocabulary Learning

Options	Subjects	Percentage %
Yes	49	81,66 %
No	11	18,33 %
Total	60	100

In this question, students were asked if authentic materials help them to learn useful vocabulary. The table above reveals that the majority of students (81, 66 %) think that authentic materials help them to learn useful vocabulary. Only (18, 33 %) of them claimed they do not help them.

If « yes » because

Options	Subjects	Percentage %
They contain a wide range of vocabulary, idioms, slangs	23	46,33 %
Present vocabulary as it is used by native speakers	26	59,66 %
Total	49	100

Students who answered "yes" are asked to indicate, in the second part of the question, in which way using authentic materials helps them in learning vocabulary. (46 %) of the students claimed that authentic materials contain a wide range of vocbulary, idioms, slangs… etc. And (53, 66 %) of them found that they present vocabulary as it is used by native speakers. From the results obtained it can be said that, authentic materials increase students' vocabulary due to the variety of words they include, the idioms, and the slangs coming from the English native speakers.In addition, authentic materials make it easy for the students to understand the vocabulary items. So using authentic materials in vocabulary teaching can be an effective method to increase students' knowledge of vocabulary, and as a result, of the language itself.

Q 22: Do you enjoy learning vocabulary through authentic materials?

Tabl 22

Students' Enjoyment when Learning Vocabulary through Authentic Materials

Options	Subjects	Percentage %
Yes	60	100 %
No	0	0 %
Total	6	100

This question aimed at investigating whether students enjoy learning vocabulary through authentic materials or not. The table shows that all students (100 %) enjoy learning vocabulary through authentic materials.

Students gave us different justifications:

Because they give us a lot of new and important vocabulary in an amazing way.

They are not boring and create a non threating situation.

They facilitate the way of learning and make it easier.

Students' answers in general are positive and at the same time there is a strong agreement among them that the use of authentic mateials make the process of learning vocabulary interesting and attractive. And they enjoy authentic materials since they enable them to interact with the real world. Also, they increase students' motivation to learn vocabulary.

Q 23: Does the use of authentic materials help you to remember words easily?

Table 23

The impact of Authentic Materials on Remembering Words

Options	Subjects	Percentage %
Yes	60	60 %
No	0	0 %
Total	60	0 %

Surprisingly, the table shows that all participants (100 %) think that the use of authentic materials help them to remember words easily. Accordingly, remembering words in the target language is a troublesome task that needs more practice from the part of the learner. Hence, authentic materials could be used as a motivational way of remembering words. In other words, authentic materials are more likely to lead learning toward long-term retention.

Q 24: Do you think that there is a difference in learning vocabulary with authentic and non-authentic materials?

Table 25

The Difference in Learning Vocabulary with Authentic and Non-Authentic Materials

Options	Subjects	Percentage
Yes	52	86,66 %
No	8	13,33 %

Total	60	100

This question attempted to figure out if students think that there is a difference between learning vocabulary with authentic materials and whith non-authentic ones. From the table above, fifty two out of sixty students (86, 66 %) claimed that there is a difference between learning vocabulary through authentic and non-authentic one. However, (13, 33 %) of them said the opposite. It could be concluded that the vast majority of the students think that learning vocabulary through authentic effective is effective. In other words, they prefer authentic materials since they motivate and help them learn the English language as it is used by native speakers.

Q 25: Do you use authentic materials outside of the classroom to improve your vocabulary?

Table 25

Students' Use of Authentic Materials outside the Classroom to improve their Vocabulary

Options	Subjects	Percentage %
Yes	51	85 %
No	9	15 %
Total	50	100

The final question aimed at determining whether students use authentic materials outside the classroom to improve their vocabulary or not.The majority of the students (85 %) claimed that they use authentic materials outside the classroom to improve their language. On the

contrary, only eleven out of sixty (15 %) claimed that they do not use them outside the classroom.

Students who answered « yes » gave us different justifications:

I use it outside to improve my vocabulary more and more.

To enrich my vocabulary, improve my accent.

Because this way helps me to memorize words easily in order to use them in my daily life.

Most students thought that additional use of authentic materials enriches their knowlege and increases their overal English skills with a particular improvement in vocabulary. In addition, the use of these materials outside the classroom encourages the development of autonomous learnering.

Discussion

According to the results yielded through students' questionnaire, a large number of responses were quite positive in the sense that students' answers are in the direction of our hypothesis which is about the positive effect of authentic materials in teaching vocabulary. First of all, the vast majority of students argued that vocabulary learning is crucial. However, students demonstrated that learning new words is a complex and difficult process and students' major problems relate to a large extent to words' meaning and spelling. To overcome the difficulties encountered in vocabulary learning, learners used VLSs such as asking the teacher and using the dictionary. As far as vocabulary teaching is concerned, intentional vocabulary seemed to be benificial to second year LMD stuents. In addition, the majority of students held positive attitudes towards implementing authentic materials in the process of learning. Concerning the kind of authentic materials students prefer in the classroom, the results show that learners favour aural authentic materials. However, teachers

only sometimes use them in the classroom since they are culturally biased; they contain

mixed structures and difficult vocabulary. Moreover, regarding the most challenging

authentic materials to students, they indicated that songs are difficult to understand because

the rate of speech is too fast and they contain a wide range of accents and dialects. This is

why teachers need to vary the use of authentic materials and to use them appropriatly and

skillfilly to overcome the difficulty of some types of authentic materials. Also, the results of

the current study have shown that the use of authentic materials is effective and useful in the

learning process, particulary films and newspaper articles because they present authentic

information about culture, they prepare learners for real life situations as well as they meet

learners' needs. The present study also investigatesd students' attitudes toward using

authentic materials in teaching vocabulary. Second year LMD students reported positive

attitudes toward learning vocabulary through authentic materials; they asserted that the use of

videos facilitated the development of vocabulary. It also shows that authentic materials help

in creating a non – threating and enjoyable enviroment and help in the actual retention of

vocabulary when exposed to them.

2.2. Teachers'interview

The interview was administered to second year LMD teachers at Mohamed Sedik Ben

Yahia University in the departement of English, in the second semester of the academic year

2016 inoder to provide a deeper understanding of teachers' attitudes towards using authentic

materials in teaching vocabulary. It was deemed to conduct interviews with three teachers.

2.2.1. Aims of the Interview

The aim of conducting an interview in this research is to complete the questionnaire data,

and integrate another sample (teachers) to guarantee covering the problem, which attempted

to find out teachers attitudes towards using authentic materials in teaching vocabulary.

2.2.2 Description of the Interview

A semi- structured face to face interview consisting of fourteen (14) questions was scheduled. We met with each teacher separately so that none of their answers would influence another's answers. Each interview took between 10 and 20 minutes and a series of questions about the use of authentic materials in teaching vocabulary was asked. The questions were open- ended allowing for any possible answer. All the interviewees were asked the same questions. Each interview was recorded and transcribed to ensure that no participant was misquoted.

Interview Data Analysis

Section One: Interviewee Background

Question One: How long have you been teaching English?

The first teacher said that he has been teaching English for 16 years.

The second one answered that he has been teaching English for 8 years.

The third teacher said that he has been teaching English for 6 years.

Interpretation:

The first question attempted to identify how many years teachers had been teaching English , in order to determine whether teachers who are involved in the piece of research in hand, have a long experience in teaching English or not. According to their replies most of

them have more than five (5) years of experience which is more valuable for our

investigation.

Section Two: Vocabulary

Question Two: Is vocabulary teaching a part of your everyday instruction?

The first teacher confirmed that vocabulary is very important in learning foreign

languages; we can not ignore its value because we need it when we listen, speak, and read.

So, vocabulary is very crucial.

The second teacher said that vocabulary is the most important task in English because it

carries the messages.

The third teacher replied that vocabulary is the core of using a language. If you do not

have vocabulary, you can not speak. It is one of the prominent aspects of learning a language.

Interpretation:

From the answers above, it is clear that all teachers agreed that the mastery of vocabulary

is not just important, but essential in foreign language because the more words you know, the

more will you be able to understand what you hear and read; and the better you will be able

to say what you want when you speak and write.

Question Three: What is the major difficulties students face in learning new words?

The first teacher said that the major difficulties in learning new vocabulary are the words

that are difficult to pronounce, and the words that students do not use all the time.

The second one stated that the words that are not in daily basic are the words that

students find them difficult to learn and remember.

The third teacher replied that it returned to words that are less frequent.

Interpretation:

It is obvious that, all teachers viewed that the major abstacles in learning new words return back to words that are unfamiliar. And the words that students do not come across with in their daily life.

Question Four: Do you encourage your students to use vocabulary learning strategies?

The first teacher said that he encourages them to use some vocabulary learning strategies like, guessing meaning from context.

The seond one answered that 'of course, I do encourage my students to use vocabulary learning strategies esspecially using dictionary and note taking'.

The third teacher said "yes, of course. I noted during my career that students generally memorize vocabulary out of context. This does not help them to internalize new words. So, I try to teach them the different strategies. Particulary, context based strategy".

Interpretation:

It is vital that teachers'answers in general are discrepant. Some emphasized the use of dictionaries as a reliable source of word meaning. However, other teachers believed that their students are independent in their vocabulary learning through the use of guessing strategy to figure out the word's meaning.

Section Three: Authentic Materials

Question Five: How often do you use authentic materials in the classroom?

The first teacher responded that he uses what is called artificial language not authentic materials, because they are difficult to find. However, modified materials are avaible in foreign language learning contexts.

The second one answered that 'when I taught oral expression I used to utilize the laboratory to deliver some lessons like videos, songs, and staff like that.

The third teacher responded that she used authentic materials because they give students real input of how language is used in real life.

Interpretation:

On the whole, the results obtained from the interview shows that two teachers have employed authentic materials in their teaching and they value the fundamental role of authentic materials. This may be due to the fact that interviewees agreed that students should not be denied the opportunity to interact with authentic materials which are more benificial to student's English learning and they can see that what they learned is related to the daily uses of the language. However, others mentioned that students can learn English well without exposure to authentic materials and they may just turn to non- authentic materials which offer ready -to-use materials.

Question Six: What types of authentic materials would you prefer?

The first teacher declared that it depends on the nature of the topic, the task that you want to carry. Usually, I focus on using conversation and internet.

The second one similarly added that he uses internet

The third teacher anounced that she prefers to use videos because they make students motivated to learn.

Interpretation:

Question six is about the types of authentic materials teachers prefer to be use in the classroom. The interview showed that they focuse on the use of videos and internet. This indicates that, videos may be easier for students to comprehend. Moreover, while printed materials date very quickly, internet is considered the most useful source since it is continously updated, visually stimulated as well as being interactive.

Question Seven: At which level would you use authentic materials?

The first teacher said that 'Ithink we should use them with intermediate and advanced students because they can understand and overcome the difficulty of some authentic materials'.

The second teacher replied that he used authentic materials with second year students.

The third one answered that she prefers to use authentic materials with third year students because she argued that at this level students develop their listening skills.

Interpretation:

In regards to when to introduce authentic materials into the classroom, all teachers believed that authentic materials can be used at the intermediate and advanced levels. This shows that begginers can not handle such materials because they lack many lexical structures of the foreign language.

Question Eight: What criteria of selection do you follow?

The first teacher said that "Ithink, it should be a video not audio because a video helps better understanding by seeing the whole idea about the topic; also it should be a bit easier

and go with the level of the students. Most importantly, authentic materials have to be interesting".

The second teacher added that it depends on the topic, the language structure to be used and easiness.

The third one declarded that she uses them with third year students and she takes into consideration students' level and motivation.

Interpretation:

It could be concluded that all teachers asserted that selecting authentic materials for pedagogic use takes a great deal of sensitivity and consideration. So, it is resonable that some teachers use authentic materials frequently, and a careful selection of it is very important to yield the greatest learning outcomes.

Question Nine: Do you think that your students enjoy working with authentic materials?

The first one responded that "Ido not think so, they find authentic materials difficult and students are discouraged when they do not understand the language used in such materials".

The second teacher replied that 'my students face many problems when I use videos in my lesson among them the difficult language and rapid speech that videos contain.

The third one said that 'yes, my students enjoy working with authentic materials since they get ride of the traditional ways of teaching'.

Iterpretation:

The data obtained from the interview reveals that some teachers proved that the lexical difficulty of authentic materials demotivate learners. However, others argued that authentic materials makes the lesson more attractive on account of theie up-to- date feature, and

through adaptation of authentic materials, teachers cater better for the needs of students and this in turn benifits learning and teaching.

Question Ten: Do you find preparing lessons with authentic materials difficult for teachers?

The first teacher anounced that 'yes, it is vey difficult, not only because of time but if you want to use authentic materials in the classroom, you have to prepare the lesson, tasks, activities. On the other hand, they are ready in modified materials. So, it is easier than authentic materials'.

The second one added 'yes, it is difficult and time consuming'.

The third teacher said that 'sometimes, it is difficult and time consuming to find suitable authentic materials for a particular curriculum objective.

Interpretation:

All teachers agreed that finding suitable authentic materials takes a great deals of time because teachers need to take different factors into account including the suitability, exploitability, and readability of content, and teachers can not allways afford the time to do so.

Question Eleven: Does the administration of the department provide you with authentic materials?

All teachers declared they lack the access to authentic materials at the university.

Interpretation:

Teachers asserted that the department does not provide them with any kind of materials .This indicates that they are provided by teachers themselves. They brought

different teaching and learning materials as videos and others from several resources such as books, magazines, and internet which is the primary source for them.

Question Twelve: Have you found the use of authentic materials as suitable tool for teaching vocabulary?

The first teacher said that it is suitable but it is not the best because it creates problems sometimes, and authentic materials may help students to remember words easily, and improve their pronunciation.

The second teacher answered that it depends on the teacher here, on his competence in using authentic materials. If he uses them appropriatly, it will be effective in teaching vocabulary.

The third one stated that it is a good source of teaching vocabulary because they are rich in idioms.

Interpretation:

In general, teachers agreed that authentic materials are very helpful in teaching vocabulary. This indicates, on the one hand, that teachers are likely dissatsfied with non-authentic materials vocabulary instruction that is why they do not want to be slaves of such material. So, they adopt other teaching materials like videos, songs, magazines while teaching vocabulary.

Question Thirteen: Do your students claim about the difficult vocabulary they found in some authentic materials?

The first teacher replied that ''yes, they do when I use authentic materials I notice that low level students face problems in term of vocabulary itemse''.

The second one mentioned that he did not remember if his students claim about any difficulty.

The third teacher answered that "yes, of course whenever they found difficult words they ask me, but later every thing is clarified through explanation and discussion".

Interpretation:

Some teachers found that their students face difficulties when learning vocabulary through authentic materials. This indicates that they often contain difficult language, and complex language structures and the bigest problem with authentic materials is that if the wrong type of text is chosen, the vocabulary may not be relevent to the learner's needs. This can have the opposite effect rather than motivating the learner.

Question Fourteen: What is your attitude towards the use of authentic materials in teaching vocabulary?

The first teacher asserted that authentic materials have a number of features that are often lacking in text created for learning English. They provide information about real- life situations and events.

The second one confirmed that 'I believe that the use of authentic materials helps in teaching vocabulary. It makes students eager and enthusiastic to learn because it is time of technology, I do recomend teachers and students alike to use them.

The last teacher added that it is quiet obvious that authentic materials help students in learning vocabulary, I like using them since they motivate students.

Interpretation:

All teachers have a positive view toward using authentic materials. They argued that authentic materials are rich in vocabulary as well as cultural knowlege. They activate students to think more independently than text that have been designed for teaching purposes. In short, teachers consider authentic materials benificial since they make learning intersting and motivating.

Discussion

The results reveal that teachers indicated positive and negative attitudes toward using authentic materials in teaching vocabulary .The findings supported the view that EFL learners could expand their vocabularies through authentic materials. It is clear from the analysis of the results that teachers have asserted that learning vocabulary in foreign language is very important and people can not communicate effectively without knowing enough words. Many EFL leraners find that learning less frequent words is a difficult task. So, those teachers encourage their students to use vocabulary learning strategies like using dictionaries and relying on context to infer words' meaning. As far as the implementation of authentic materials is concerned, the results proved that the majority of teachers prefer to use authentic materials in their classes. Whereas, the rest ignored its use in the classroom because they found it difficult to work with and they use modified materials instead of authentic ones. In addition, some teachers based their teaching on internet and others on videos.They see that these resources may be more effective in the process of teaching and they use them frequently since they are available compared with others materials .The present study also investigated teachers'opinions on the appropriate level of students to use authentic materials with. Most of them agreed that it should be used with intermediate and advanced level students only. Moreover, regarding the criteria they would apply in their selection of authentic material, the teachers indicated that language level, intrest,and compatibility with topic and curriculum objectives should be primarily considered. Teachers also think that

preparation and organazation of these materials are time concuming and they suffer from the lack of sources .The results of the current study have shown that some teachers indicated that authentic materials increased motivation of their students .Also,teachers agreed that authentic materials increased students'knowledge of vocabulary used real situations , introduced how to use language in the real world and improved students culturalknoweledge and understanding .These findings are consistent with the current studies which proved evidence supporting the advantages of using authentic materials in language learning classes. However, all teachers gave approximately the same responses concerning students encountered with vocabulary difficulties through using authentic materials .They face the problem of uncommon vocabulary and they find difficulty in understanding idioms and some expressions.

To sum up, the findings of the present study showed that the majority of the teachers have positive attitudes towards using authentic materials in teaching vocabulary.Therefore, task simplification and adaptation should be taken into account while introducing authentic materilas for teaching vocabulary.

Conclusion

The second chapter, which is in essence the practical part of the research paper in hand, investigated teachers' and students' attitudes towards using authentic materials in learning vocabulary. For this purpose, two principal research means were used. The first one is a questionnaire filled by sixty second year LMD students. The questions that were put to them aimed at probing into their beliefs and attitudes towards mastering vocabulary through authentic materials. The second means is concerned with the analysis of teachers' interviews. The findings that these two research tools have confimed the hypothesis set at the outset of

the study. By the end of the second chapter, we referred to the encountered limitations and constraints that we have faced along with some pedagogical recommrndations.

Limitaions of the Study and Pedagogical Recommendations for Further Research

Immersion in the present research work for a considered amount of time has disclosed in deeper insights all of which revoles around the achievement of the research aim. However, to this end of view, there are some limitations and recommendation for further endeavours in the field of vocabulmlary learning and teaching to be mentioned

To start with, the population (the sample involved) was supposed to include all the second year LMD students to be the subjects of the study under investigation. The larger number of subjects, the more the gathered date yields for generalizable findings.

The study investigated the teachers' and learners' attitudes toward using authentic materials in teaching vocabulary only. It did not include a test to examine its effect on vocabulary leraning.

This study also limited only for teachers who have practiced using authentic material for teaching English.

The participants' students had limited formal exposure to authentic materials in this study; therefore, a replication of the study with more formal exposure to authentic materials is needed to obtain more reliable results.

Recommendations

Based on the findings of study, we recommended the following:

The education authorities should provide enough authentic materials to facilitate the students' learning.The syllabus designers should design the curriculum to encourage teachers in using authentic materials.

The selection and accessing of authentic materials may be a very challenging activity, the choice of such materials should meet the objectives of the lesson.The criteria such as lerners'age, level, interst, must always be meet.

The complexity level of the materials must be slightly beyond lerners'level. Also, strategy training is needed for teachers in orther to overcome the difficulty of some sourses of authentic materials.

General Conclusion

Generally speaking, vocabulary has attracted great attention in the last few decades after it has been widely overlooked in EFL classroom. Thus, vocabulary has become the door behind which lies a wealth of knowledge and teachers hold the key. On the other hand, a considerable number of researches about using authentic materials in classroom have pointed to the potential benefit of these materials in learning vocabulary.

In the present study, we intended to examine teachers' and students' attitudes towards using authentic materials in learning vocabulary. It also aimed at finding out whether using these materials is practical in teaching vocabulary and whether they facilitate the task of vocabulary learning for second year LMD students.

At the preliminary step of the research, we hypothesized that if second year students are exposed to authentic materials, their vocabulary would be improved. And to have a comprehensive overview about the issue under investigation, we first introduced

Theoretical background for the related issues, learning vocabulary and authentic materials. The former shed light on the history of vocabulary learning, vocabulary definition and vocabulary description along with the status of vocabulary in the major teaching methods, also it discussed the vocabulary teaching approaches, in addition to the importance of vocabulary. Besides, it tackled the issue of LLSs and VLSs. Finally, it highlighted the importance of memory in vocabulary learning. Section two; on the other hand, concerned the

use of authentic materials in the classroom and its effect on vocabulary learning. First, it

discussed the different terminologies; definition of authentic materials, the historical and

pedagogical notion of authenticity, types of authenticity, categories of authentic materials as

well as sources and criteria of selection of authentic

Materials. Moreover, it presented the effect of authentic materials on vocabulary

learning.

For achieving the already mentioned aims and answering the already asked questions, we

adopted two instruments. A questionnaire distributed to sixty students and an interview with

three teachers of English. Hence, the already set hypothesis was confirmed and the research

questions were answered. That is to say, using authentic materials helps in developing

students' vocabulary knowledge. Both teachers and students held positive attitudes toward

learning vocabulary through authentic materials. And they appreciated its use. Furthermore,

they showed actual retention of more vocabulary when exposed to these materials. Also, they

motivate students and provide authentic cultural information. Most importantly, the results

showed, however, the use of authentic materials only beneficial when considering students'

language level, needs, interests, and suitability with the objectives of the curriculum when

selecting authentic input. Thus, teachers may need training in selecting appropriate texts, and

desining suitable activities since authentic materials are not graded or simplified for the

teaching purposes.

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Appendix A

Students' Questionnaire

Dear Students,

You are kindly invited to answer the following questionnaire that aims to investigate and explore teachers and students' attitudes towards the use of authentic materials in teaching vocabulary. Your contribution is too important for the present research, please do it seriously and sincerely.

Section one : Background Information

1- Please tick your appropriate answer :

Sex: **a.** Male ☐   **b.**Female ☐

2-How many years have you been studying English?

..… ……………………………………………years.

Section Two: vocabulary

3-How important do you think learning vocabulary is?

A-Very important   ☐

B-Somehow important   ☐

C-Not important at all   ☐

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4-When you encounter an unknown word, do you?

a-Ask the teacher ☐

b-Guess from the context ☐

c-Look them up in the dictionary ☐

5-Which approaches do you adopt and think is more useful to you in learning new vocabulary items?

A-Intentional learning (direct) ☐

B-Incidental learning (indirect) ☐

6-Do you think that learning vocabulary is?

A-Easy ☐

B-Difficult ☐

C-Very difficult ☐

7-When your teachers present new words, do they use?

A-Synonyms ☐

B- Opposites ☐

C-Definition ☐

D-Translation ☐

E-Using pictures ☐

8-How often your teachers present new words in their lessons?

A-Always ☐

B-Sometimes ☐

C-Rarely ☐

9- In your opinion, what makes words difficult?

a-Its pronunciation ☐

b-Its meaning ☐

c-Its spelling ☐

Section Three: Authentic Materials

10- Which Kind of authentic materials do you prefer to be used in classroom?

A- Written authentic materials ☐

B- Aural authentic materials ☐

C-Audio-visual authentic materials ☐

11- How often do your teachers use authentic materials in the classroom?

a- Always ☐

b- Sometimes ☐

c- Rarely ☐

d- Never ☐

12- From the following lists, pick the most challenging authentic materials?

a- Magazines ☐

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b-Internet ☐

c-Songs ☐

d-Newspaper articles ☐

13- Do you find difficulties and problems when the teacher uses authentic materials?

A-Yes ☐   B- No ☐

If yes, what are they?

a-They may be culturally biased ☐

b-Too many structures are mixed ☐

c-Contain difficult vocabulary ☐

14- How often do your teachers vary the authentic materials?

a-Always ☐

b-Sometimes ☐

c-Never ☐

15- Do you feel that your teachers use authentic materials skillfully and appropriately?

A -Yes ☐   B-No ☐

16- Which authentic material do you prefer to be used in the classroom?

a-Newspapers articles ☐

b-Magazines ☐

c-Films ☐

d-Songs ☐

c-Radio ☐

e-Internet ☐

17- Do you consider that the use of authentic materials is very effective in the learning process?

A-Yes ☐   B-No ☐

If yes, because they

a-Prepare learners for real life situations ☐

b-Meet learner's needs ☐

c-Present authentic information about culture ☐

Section Four: **the use of Authentic Materials in Teaching Vocabulary**

18- In your opinion, what is the best way to learn and acquire vocabulary?

a-Using authentic materials ☐

b-Using non- authentic materials ☐

19 - How often do your teachers use authentic materials in teaching vocabulary?

a-Always ☐

b-Sometimes ☐

c-Rarely ☐

d-Never ☐

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20- From the following sources of authentic materials, which one do you prefer to use be in leaning vocabulary?

a-Newspapers ☐

b-Magazines ☐

c-Songs ☐

d-Videos ☐

e-Novels ☐

21- Do you think that authentic materials help you to learn useful vocabulary?

A-Yes ☐   B- No ☐

If yes, because they

a-Contain a wide range of vocabulary; idioms, slangs… ☐

b-Present vocabulary as it used by native speakers ☐

22- Do you enjoy learning vocabulary through authentic materials?

A-Yes ☐   B- No ☐

And why?

…………………………………………………………………………………………..

…………………………………………………………………………………………..

23- Do the use of authentic materials help you to remember words easily?

A-Yes ☐   B- No ☐

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24-Do you think that there is a difference in learning vocabulary with authentic materials and

non- authentic materials?

A-Yes ☐   B-No ☐

25-Do you use authentic materials outside of the classroom to improve your vocabulary?

A-Yes ☐   B-No ☐

And why?

……………………………………………………………………………………………………

……………………………………………………………………………………………………

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

Appendix B

Interview Guide

The Institution: The University of Mohammed Seddik Ben Yahia, Jijel

Intervierewer : Samah LABIAD and Moufida DJEGHRI

Interviewee(s): teacher1, teacher 2, and teacher 3

Survey sections used:

A. Interviewee Background

B. Vocabulary Learning

C. The Use of Authentic Materials in the Classroom

D. The Impacts of Authentic Materials on Vocabulary Learning

A. Interview Background

Question1

How long have you been teaching English?

B. Vocabulary Learning

Question 2

Is vocabulary teaching a part of your every day instruction?

Question 3

What are the major difficulties students face in learning new words?

Question 4

Do you encourage your students to use vocabulary learning strategies?

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C. The use of authentic materials in the classroom

Question 5

How often do you use authentic materials in the classroom?

Question 6

What types of authentic materials would you prefer?

Question7

At which level would you use authentic materials?

Question 8

What criteria of selection would you follow?

Question 9

Do you think your students enjoy working with authentic materials?

Question 10

Do you find that preparing that the lesson with authentic materials the lesson with authentic materials difficult for teachers?

Question 11

Does the administration of the department provide you with authentic materials?

D. The impacts of authentic materials on vocabulary learning?

Question 12

Have you found that the use of authentic materials as a suitable tool for teaching vocabulary?

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Question 13

Do your students claim about the difficult vocabulary they found in some authentic materials?

Question 14

What is your impression about the use of authentic materials in teaching vocabulary?

Appendix C

Interviews' Transcription

T1: Good morning.

R: Good morning sir, thank you so much for agreeing to this meeting.

How long have been teaching English?

T1: I have been teaching English for 16 years.

R: Is vocabulary teaching a part of everyday instruction?

T1: I think that vocabulary is very important in learning foreign languages; we can not ignore its value because we need it when we listen, speak and read. So, vocabulary is very crucial.

R: What is the major difficulties students face in learning new words?

T1: emmm…. I have noticed that the major difficulties in learning new words are the ones that are difficult to pronounce, and the words that students all the time.

R: Do you encourage your students to use vocabulary learning strategies?

T1: From time to time, i do encourage them to use vocabulary learning strategies especially guessing meaning from context

R: Concerning the issue of implementing authentic materials in the process of learning, how often do you used the?

T1: frankly speaking, I used artificial language, not authentic materials because they are difficult to find. However, modified materials are available in foreign language learning context.

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R: What types of authentic materials you will use, if they are available?

T1: (laugh) for me, it depends on the nature of the topic, task that you want to carry. And usually, I focus on the use of internet and conversations.

R: At which level would you use authentic materials?

T1: I think we should use them with intermediate and advanced students because they can understand and overcome the difficulty of some authentic materials.

R: What criteria of selection do you follow?

T1: I think it should be a video not audio because a video helps better understanding by seeing the whole idea about the topic; also it should be a bit easier and go with the level of the students. Most importantly, it has to be interesting.

R: Do you think that your students enjoy working with authentic materials?

T1: I do not think so, because authentic materials are difficult and students discourage when they do not understand the language used in such materials.

R1: Do you find that preparing the lesson with authentic materials difficult for teachers?

T1: yes, it is very difficult not only because time consuming but if you want to use authentic materials in the classroom, you have to prepare the lesson, tasks, and activities. On the other hand, they are ready in modified materials. So, it is easier than authentic materials.

R: Does the administration of the department provide you with authentic materials?

T1: Not at all, neither text book nor authentic materials are available at the university.

R: Have you found the use of authentic material as a suitable tool for teaching vocabulary?

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T1: It is a suitable tool but it is not the best because it creates problems sometimes, they may help students to remember words easily and improve their pronunciation.

R: Do your students claim about the difficult vocabulary they found in some authentic materials?

T1: Yes, they do. When I used to apply authentic materials, I noticed that no level students face problems in terms of vocabulary.

R: What is your impression about the use of authentic materials in teaching vocabulary?

T1: Authentic materials have a number of features that are lacking in text designed for learning English and vice versa. They provide information about real life situations and events as well as met learners' needs.

Interview 2:

R: Good morning Sir, how are you?

T2: Good morning fine thanks.

R: How long have you been teaching English?

T2: I have been teaching English for eight years.

R: Is vocabulary teaching a part of your every day instruction?

T2: Vocabulary is the most important task in English because it carries the messages.

R: Do you encourage your students to use vocabulary learning strategies?

T2: Of course, I do encourage my students to use vocabulary learning strategies especially using dictionary and note taking.

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R: How often do you use authentic materials in the classroom?

T2: When I taught oral expression, I used to utilize laboratory to deliver some lessons like videos, songs and staff like that.

R: What type of authentic material would you prefer?

T2: I used to use internet because it helps   people around the world to communicate with one another effectively and extensively.

R: At which level would you use authentic materials?

T2: I use authentic material with second year students.

R: What criteria of selection would you follow?

T2: I think it depends on the topic, language structure to be tackled, learners' needs as well as easiness.

R: Do you think that your students enjoy working with authentic materials?

T2: My students face many problems when I use videos in my lesson, among them the difficult language and fast speech that videos contain.

R: Do you found that preparing the lesson with authentic material difficult for teachers?

T2: Yes, it is difficult and time consuming.

R: Does the administration of the department provide you with authentic materials?

T2: Unfortunately, it does not provide any sources to obtain authentic materials.

R: Have you found that the use of authentic materials as suitable tool for teaching vocabulary?

T2: I think, it depends on the teacher, his /her competence in using authentic materials and if they use them appropriately, this will be affective in teaching vocabulary.

R: Do your students claim about the difficult vocabulary they found in some authentic materials?

T2: I did not remember if my students claim about any difficulty.

R: What is your impression about the use of authentic materials in teaching vocabulary?

T2: I believe that they make students eager and enthusiastic to learn because it is time of technology. I do recommend teachers and students alike to use them.

Interview 3

R: Good morning.

T3: Good morning, how long have you been teaching English?

T3: I have been teaching English for six years.

R: Is vocabulary teaching a part of your everyday instruction?

T3: Vocabulary is the core of using a language. If you do not have vocabulary, you can not communicate. It is one of the prominent aspect of learning a language.

R: What are the major difficulties student's faces in learning new words?

T3: I think it returned to the words that are less frequent.

R: How often do you use authentic materials in the classroom?

T3: I use authentic materials because they give students real input of how language is used in real life and motivate them.

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R: What types of authentic material would you prefer?

T3: I prefer to use videos since they make input comprehensible and the great value of them lies in its combination of sounds and images which attract student's attention.

R: At which level would you use authentic material?

T3: I prefer to use them with third year students because I think that students develop their listening skills at that level.

R: What criteria of selection do you follow?

T3: I take into consideration students' level and interests whenever I apply authentic materials in the classroom.

R: Do you think that your students enjoy working with authentic materials?

T3: Yes, my students enjoy working with authentic material since they get a ride of the traditional ways of teaching.

R: Do you find that preparing the lesson with authentic materials difficult for teachers?

T3: Sometimes, it is difficult and time consuming to find suitable authentic material for a particular curriculum objective.

R: Does the administration of the department provide you with authentic materials?

T3: No, not at all.

R: Have you found the use of authentic materials as a suitable tool for teaching vocabulary?

T3: I think it is a good source of teaching vocabulary because they are rich in idioms, and collocations.

R: Do your students claim about the difficult vocabulary they found in some authentic materials?

T3: Yes, of course whenever they found difficult words, they ask me but later everything is clarified through explanation and discussion.

R: What is your impression about the use of authentic materials in teaching vocabulary?

T3: Well, it is quite obvious that authentic materials helps students in learning vocabulary and create a positive environment to students.

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